DOCUMENT RESUME

ED 381 428 SO 024 681

AUTHOR	Peterson, Linda Vrooman; Coopersmith, Nancy
TITLE	The Montana Social Studies Model Curriculum Guide.
INSTITUTION	Montana State Office of Public Instruction, Helena.
PUB DATE	93
NOTE	262p.
AVAILABLE FROM	Montana Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Citizenship Education; *Core Curriculum; Curriculum Design; Curriculum Development; *Educational Policy; *Elementary Secondary Education; *Social Studies; State Curriculum Guides; *State Standards
IDENTIFIERS	Montana

ABSTRACT

The Montana Social Studies Model Curriculum Guide specifies social studies core curriculum standards that must be completed by all K-12 students in order to meet Montana graduation requirements. The first of six sections, "A Model Curriculum Framework," provides the essence of the model guide with the K-12 model learners goals for the social studies in knowledge (content), skills, thinking, and values and attitudes. The model curriculum highlights sample units written for the four cluster groups, grades K-2, 3-5, 6-8, and 9-12. Section 2, "Montana: Past, Present, Future," suggests content and learner goals for Montana studies, K-12. Section 3, "Best Practices in Teaching and Learning in the Social Studies," describes effective teaching/learning strategies; the role of library media, technology, and information skills in the social studies; and assessment of the learning goals and program effectiveness. Section 4, "Where to Begin," presents a process for curriculum development and provides other example models by which to organize the social studies curriculum. Section 5, "Resources," furnishes supplemental materials that will assist curriculum committees with direct access to critical information given as the Administrative Rules of Montana, National Council for the Social Studies Position Statements, and teacher education program standards. Section 6, "References," includes the references used in preparing this document, a selected annotated bibliography, and an edited list of social studies organizations. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 381 428

Montana Social Studies Model

Curriculum Guide

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
LINDA VROOMAN
PETERSON
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 024681

BEST COPY AVAILABLE

The Montana Social Studies Model Curriculum Guide

Office of Public Instruction
Nancy Keenan, Superintendent

Linda Vrooman Peterson, Social Studies Specialist
Nancy Coopersmith, Administrator
Department of Accreditation and Curriculum Services

1993

OFFICE
OF
PUBLIC
INSTRUCTION

Nancy Keenan, Superintendent
State Capitol
Helena, Montana 59620

The Office of Public Instruction does not discriminate in employment as to race, religion, color, sex, age, handicap or national origin. Further, the Office of Public Instruction will engage in an affirmative action program to assure that employees are employed, promoted, demoted, transferred, paid, trained or employment terminated, without regard to race, religion, color, sex, age, handicap or national origin.

This document was printed at state expense. Information on the cost of publication can be obtained by writing the Department of Administration, Helena, Montana.

BEST COPY AVAILABLE

Table of Contents

Introduction

Foreword ii
Preface iii
Social Studies Advisory Council iv
Social Studies Writing Team v
Equity Within the Curriculum vii
Ethical Principles for the Social Studies Profession viii
National Education Goals for American Indians and Alaska Natives ix
Overview xi

SECTION 1—A Model Curriculum Framework

Essential Elements of the Social Studies 2
A Philosophy of Social Studies Education 3
K-12 Model Learner Goals 4
A Model Curriculum for Social Studies 7
Model Learner Goals and Curriculum Content K-12 13
Sample Units 28
    Primary Cluster—In My Great-Grandparents' School 29
    Intermediate Cluster—Taking Social Action - A Problem-Solving Model 34
    Middle School Cluster—The Middle East 40
    Secondary Cluster—Myth of the American West 45
Applying the Principles: The Model in Action 55

SECTION 2—Montana: Past, Present, Future

Montana: The Setting 2
Montana: The People 3
Montana: The Curriculum 9
K-12 Model Learner Goals: Montana 10
Sample Guidelines for Teaching About Ethnic Populations: Example—American Indians 18
Missouri River Headwaters: Sample K-12 Units 19

SECTION 3—Best Practices in Teaching and Learning in the Social Studies

Instructional Approaches 2
Library Media, Information Skills, and Technology 25
Assessment in the Social Studies 30

SECTION 4—Where to Begin

Curriculum Development: A Process 2
Organizing the Social Studies Curriculum 20

SECTION 5—Resources

Montana School Accreditation 2
    Montana School Accreditation Standards 3
    Social Studies Program 3
    Curriculum Development and Assessment 4
    Cross-Content and Thinking Skills 5
National Council for the Social Studies
    Curriculum Guidelines 6
    Essential Skills for Social Studies 11
    Curriculum Guidelines for Multicultural Education 16
Case Study—An Example 18
Position Statements
    Study about Religions in the Social Studies Curriculum 23
    Academic Freedom and the Social Studies Teacher 26
    Student Rights and Responsibilities 33
    Indian Student Bill of Rights 40
Teacher Education Program Standards
    Montana Board of Public Education 41
    Standard for the Preparation of Social Studies Teachers 45

SECTION 6—References

Works Cited 2
Select Bibliography 6
Montana Select Bibliography 12
Social Studies Organizations 17

INTRODUCTION

Foreword

Preface

Social Studies Advisory Council

Social Studies Writing Team

Equity Within the Curriculum

Ethical Principles for the Social Studies Profession

National Education Goals for American Indians and Alaska Natives

Overview

Foreword

It gives me great pleasure to present the state social studies model curriculum. In 1989, the Montana Accreditation Standards provided the focus for the improvement of instruction through the development of curricula and assessment. This document is the direct result of Montana's continued commitment to excellence in education.

The process of social studies curriculum development ought to begin with the fundamental question: Why do we think social studies education is fundamental for all students in a democratic republic?

Central to the social studies is the development of enlightened citizens who can participate effectively as members of local, state, national, and international communities. Citizens who engage fully in community life with skills in communicating, valuing, decision making, critical thinking, and serving the communit, are indeed enlightened. The school, together with the community, must design curricula so that citizenship education can take place outside of, as well as within, the classroom.

> *Education should prepare people not just to earn a living but to live a life—a creative, humane, sensitive life.*
>
> —Charles Silverman

The study of history and geography is also essential to the social studies. History provides the framework through which we can come to understand the world we live in and how it was shaped. Geography provides us with a sense of place and context by which to understand the development and growth of human civilization in relation to the natural environment.

Using citizenship education, history, geography, and the other social sciences as the base to write sequential, developmentally coherent learning experiences for students in social studies is one of the most meaningful professional activities a social studies educator can undertake.

Professionals from all regions of Montana devoted time and expertise to this project. I would like to thank the advisory council, the team of writers, and the social studies community of Montana for their contributions in developing this social studies model curriculum.

Nancy Keenan

Preface

In 1987-88, at the direction of the legislature, the Montana Board of Public Education initiated Project Excellence: Designing Education for the Next Century. This comprehensive review of the state accreditation standards resulted in a set of model educational goals and measures to help define high quality education in Montana's elementary and secondary schools.

The Montana School Accreditation Standards call upon districts to develop "written sequential curricula for each subject area. The curricula shall address learner goals... and district educational goals." During the summer of 1991, the Office of Public Instruction assembled Montana educators, an advisory group and a team of writers to develop a model curriculum for social studies which could assist local districts in their own curriculum development.

The advisory council and the team of writers were nominated by a variety of professional organizations and educational institutions. The advisory council determined the philosophical framework from which to write the social studies curriculum. The writers then met to research, write, discuss, and revise drafts of this document. Members of the advisory council, writing team, and other readers supplied additional revisions to the Office of Public Instruction's social studies specialist ,who used these drafts for final revision and editing. The document was formatted and designed by Steve Meredith, Linda Atwood, and Gail Hansen in the Macintosh Lab at the Office of Public Instruction and printed by Publication Graphics Department for the State of Montana. A special thank you to Jean Luckowski, Professor, School of Education, University of Montana, for her consultation on the project and to the advisory council and writing team, without whose direction and commitment this project would not exist. The effort was directed by Linda Vrooman Peterson, Social Studies Specialist, and Nancy Coopersmith, Administrator, Department of Accreditation and Curriculum Services.

Social Studies Advisory Council

Marilyn Ryan
Teacher: Middle School
Missoula

Marlene LaCounte
Division of Elementary and
Secondary Education
Eastern Montana College
Billings

Debra Mensik
Rural Montana Curriculum Coordinator
Thompson Falls

Jennifer Jeffries Thompson
Public/Education Program
Montana Historical Society
Helena

Nicholas Vrooman
State Folklorist
Montana Arts Council
Helena

Kathy Vale
Teacher: Primary
Social Studies Curriculum Coordinator
Hardin

Jim Hauwiller
Department of Education
Montana State University
Bozeman

Gerry Raining Bird
Title VII Director
Box Elder

Jean Luckowski
Chairperson
School of Education
University of Montana
Missoula

Jim Gardner
Teacher: High School
Ramsay

Jim Lopach
Department of Political Science
University of Montana
Missoula

Jeffrey Gritzner
Department of Geography
University of Montana
Missoula

Tom Wessel
History Department
Montana State University
Bozeman

Linda Peterson
Social Studies Specialist
Office of Public Instruction
Helena

Social Studies Writing Team

Gerry Raining Bird
Title VII Director
Box Elder

Jim Gardner
Teacher: High School
Ramsay

Bruce Wendt
Teacher: High School
Billings

Maria Harrison
County Superintendent
Shelby

Terri Miller
Teacher: Elementary
Cayuse Prairie

James Holland
Teacher: Junior High and High School
West Yellowstone

Jenny Seminole Parker
Teacher: Cheyenne Language and Indian Culture
Ashland

Deb Mensik
Curriculum Director
Thompson Falls

Kathy Vale
Teacher: Primary
Hardin

Marlene Zentz
Teacher: Grades 7 and 8
Billings

Richard Hughes
Superintendent
Box Elder

Kathy Morsette
Teacher: High School
Box Elder

Jim Olson
Teacher: High School
Anaconda

Larry Fink
Teacher: Elementary
Hysham

IT IS OUR MISSION TO:

- **ADVOCATE,**
- **COMMUNICATE,**
- **EDUCATE, and**
- **BE ACCOUNTABLE TO THOSE WE SERVE.**

—Nancy Keenan
State Superintendent
Office of Public Instruction

Equity Within the Curriculum

Montana and the nation recognize the differences in the experiences of women and men of all races, colors, ethnic groups, and of people of varied physical and mental abilities. These factors often result in the sorting, grouping, and tracking of women, minority, and disabled students in stereotyped patterns that prevent them from exploring all options and opportunities according to their individual talents and interests. The cost of bias to academic achievements, psychological and physical development, careers, and family relationships is significant. All students should have the opportunities to observe their own places in the curriculum, to grow and to develop, and to attain identity.

Where justice is denied,
where poverty is enforced,
where ignorance prevails,
and where any one class is
made to feel that society is
in an organized conspiracy
[illegible] oppress, rob, and degrade
[illegible]em, neither persons nor
property will be safe.
—Frederick Douglass

The Office of Public Instruction recommends the inclusion of all groups in the curriculum and in teaching materials. We urge Montana school districts to value all persons by actively including the contributions, representations, and experiences of all groups in curricular objectives and classroom activities. Invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation and isolation, and linguistic biases must be eliminated.

Invisibility omits or underrepresents certain groups, which leads to the implication that these groups are of less value, importance, and significance.

Stereotyping assigns only traditional and rigid roles or attributes to a group, thus limiting the abilities and potential of that group or denies students a knowledge of the diversity, complexity, and variations of any group of individuals.

Imbalance and selectivity present only one interpretation of an issue, situation, or group, distort reality, and ignore complex and differing viewpoints through selective presentation of materials.

Unreality presents an *unrealistic and inaccurate* portrayal of our history and our contemporary life experiences.

Fragmentation and isolation separate issues related to minorities and women from the main body of instructional material or classroom instruction.

Linguistic bias excludes the roles and importance of women by constantly using sex-biased words.

Sadker and Sadker 1982

Ethical Principles for the Social Studies Profession

Principle One

It is the ethical responsibility of social studies professionals to set forth, maintain, model, and safeguard standards of instructional competence suited to the achievement of the broad goals of the social studies.

Principle Two

It is the ethical responsibility of social studies professionals to provide to every student the knowledge, skills, experiences, and attitudes necessary to function as an effective participant in a democratic system.

Principle Three

It is the ethical responsibility of social studies professionals to foster the understanding and exercise the rights guaranteed under the Constitution of the United States and of the responsibilities implicit in those rights in an increasingly interdependent world.

Principle Four

It is the ethical responsibility of social studies professionals to cultivate and maintain an instructional environment in which the free contest of ideas is prized.

Principle Five

It is the ethical responsibility of social studies professionals to adhere to the highest standards of scholarship in the development, production, distribution, or use of social studies materials.

Principle Six

It is the ethical responsibility of social studies professionals to concern themselves with the conditions of the school and community with which they are associated.

National Council for the Social Studies 1990. Reprinted with permission.

National Education Goals for American Indians and Alaska Natives

Goal 1: Readiness for School

By the year 2000 all native children will have access to early childhood education programs that provide the language, social, physical, spiritual, and cultural foundations they need to succeed in school and to reach their full potential as adults.

Goal 2: Maintain Native Languages and Cultures

By the year 2000 all schools will offer native students the opportunity to maintain and develop their tribal languages and will create a multicultural environment that enhances the many cultures represented in the school.

Goal 3: Literacy

By the year 2000 all native children in school will be literate in the language skills appropriate for their individual level of development. They will be competent in their English oral, reading, listening, and writing skills.

Goal 4: Student Academic Achievement

By the year 2000 every native student will demonstrate mastery of English, mathematics, science, history, geography, and other challenging academic skills necessary for an educated citizenry.

Goal 5: High School Graduation

By the year 2000 all native students capable of completing high school will graduate. They will demonstrate civic, social, creative, and critical-thinking skills necessary for ethical, moral, and responsible citizenship important in modern tribal, national, and world societies.

Goal 6: High-Quality Native and Non-Native School Personnel

By the year 2000 the numbers of native educators will double, and the colleges and universities that train the nation's teachers will develop a curriculum that prepares teachers to work effectively with the variety of cultures, including native cultures, that are served by schools.

Goal 7: Safe and Alcohol-Free and Drug-Free Schools

By the year 2000 every school responsible for educating native students will be free of alcohol and drugs and will provide safe facilities and an environment conducive to learning.

Goal 8: Adult Education and Lifelong Learning

By the year 2000 every native adult will have the opportunity to be literate and to obtain the necessary academic, vocational, and technical skills and knowledge needed to gain meaningful employment and to exercise the rights and responsibilities of tribal and national citizenship.

Goal 9: Restructuring Schools

By the year 2000 schools serving native children will be restructured to effectively meet the academic, cultural, spiritual, and social needs of students for developing strong, healthy, self-sufficient communities.

Goal 10: Parental, Community, and Tribal Partnerships

By the year 2000 every school responsible for educating native students will provide opportunities for native parents and tribal leaders to help plan and evaluate the governance, operation, and performance of their educational programs.

U.S. Department of Education 1991

Overview

To use this model framework and come to fully understand the concepts presented in this curriculum guide, it is necessary to briefly explain the organization of the document. *The Montana Social Studies Model Curriculum Guide* is arranged into six sections. **Section 1—A Model Curriculum Framework** provides the essence of the model guide. Included in Section I are the K-12 model learner goals for the social studies in knowledge (content), skills, thinking, and values and attitudes. The model curriculum highlights sample units written for the four cluster groups, grades K-2, 3-5, 6-8, and 9-12. **Section 2—Montana: Past, Present, Future** suggests content and learner goals for Montana studies, K-12. **Section 3—Best Practices in Teaching and Learning in the Social Studies** describes effective teaching/learning strategies; the role of library media, technology, and information skills in the social studies; and assessment of the learner goals and program effectiveness. **Section 4—Where to Begin** presents a process for curriculum development and provides other example models by which to organize the social studies curriculum. **Section 5—Resources** furnishes supplemental material which will assist curriculum committees with direct access to critical information given as the Administrative Rules of Montana, National Council for the Social Studies Position Statements, and teacher education program standards. The final part, **Section 6—References,** includes the references used in preparing this document, a selected annotated bibliography, and an edited list of social studies organizations.

The curriculum framework must embody coherent, non-repetitive curricula carefully designed to ensure that children study challenging subject matter in every grade, K-12.

—Paul Gagnon

The writers of *The Montana Social Studies Model Curriculum Guide* want to stress the importance of dialogue among teachers of social studies across all grade/cluster levels. Nationally, the direction in the social studies, as well as in other program areas, is toward systemic change. Systemic education is a "seamless fabric" that must be looked at and worked on as a whole. For real change to take place, we must keep all levels of schooling in mind, from preschool to graduate programs. Educators must discuss and agree on what students ought to be taught; at what levels specific knowledge, skills, thinking, values, and attitudes ought to be learned; and what expectations students, parents, teachers and the community ought to set for the social studies program (Gagnon 1993).

SECTION 1—A Model Curriculum Framework

Essential Elements of the Social Studies

A Philosophy of Social Studies Education

K-12 Model Learner Goals

A Model Curriculum for Social Studies

Model Learner Goals and Curriculum Content K-12

Sample Units

- Primary Cluster—*In My Great-Grandparents' School*
- Intermediate Cluster—*Taking Social Action - A Problem-Solving Model*
- Middle School Cluster—*The Middle East*
- Secondary Cluster—*Myth of the American West*

Applying the Principles: The Model in Action

Essential Elements of the Social Studies

In 1992, the National Council for the Social Studies (NCSS) defined the social studies as the integration of history, the social sciences, and the humanities to promote civic competence. In defining social studies this way, they recognized civic competence as the heart of social studies and as an essential goal of schooling in a democratic society. The term "civic competence" is inclusive and encompasses the role of citizen in its broadest sense.

The NCSS has suggested that a professionally designed social studies curriculum:

1. Begin in preschool, continue throughout formal education and include sequential learner goals and experiences at the elementary, middle and secondary levels.
2. Foster individual, society and cultural identity.
3. Include direct participation in the school and community, including service opportunities.
4. Deal with critical issues facing the world.
5. Prepare students to make decisions based on democratic principles.
6. Demand high standards of student performance and assess that performance by multiple measures that require more than the memorization of information.
7. Depend on caring, creative teachers broadly prepared in history, the social sciences, the humanities and the relationship between educational. theory and practice.
8. Involve the community as a resource base for program development and student involvement.
9. Lead to citizenship participation in public affairs.

Such programs contribute not only to the development of students' capacity to read and compute, but also link knowledge and skills with an understanding of and commitment to democratic principles and their application.

National Council for the Social Studies. Reprinted with permission.

Democracy depends on noisy, fractious and self-critical politics, which in turn demands an extraordinary degree of civic resilience and public spirit.

—Benjamin R. Barber

A Philosophy of Social Studies Education

Montana, a state rich in history and natural resources, considers young people its most valuable resource. The social studies play a major role in helping our young people become effective citizens in the global community. Toward that end, students in Montana's schools should develop increasingly sophisticated ways of thinking about history, geography, and the social sciences. They must have opportunities to, among other things, encounter multiple points of view, explore diverse cultures, and acquire the knowledge and skills necessary to identify and work to solve the problems of their world in the 21st century.

To prosper in the world of the next century, Montana's young people will need to develop a pluralistic, global, and participatory perspective. They will need a disciplined respect for human differences of all sorts, but particularly of opinion and preference, of race, religion, and gender, of ethnicity and, in general, of culture. They will need to regard the existence of ethnic and cultural differences not as a problem to be solved but as a healthy, inevitable, and desirable quality of democratic group life.

They will need the knowledge, skills, and commitment necessary to live in and contribute effectively to a world possessing limited natural resources and characterized by increasing interdependence among countries and people of the world. Knowledge of and respect for the differences as well as the similarities of the world's people will require accepting responsibility for finding just and peaceful solutions to global problems.

> *The object of education is to prepare the young to educate themselves throughout their lives.*
>
> *—Robert Maynard Hutchins*

Montana's young people will need to be committed to democratic beliefs and competent to participate actively in the range of social, political, and economic processes of society. Citizenship is, therefore, more than the passive, uncritical acceptance of the status quo. It includes the ability to examine accepted practices, to engage in dialogue with others about the public and private good, and to conceive of new arrangements and ways of viewing the future that may be more compatible with democratic values and beliefs.

As educators help students prepare for the next century, the ever-present questions "Why?," "Why here?," "Why now?," and "Why not?" will continue to provide the critical framework through which students process information, respond to change, and understand what it means to be human.

K-12 Model Learner Goals

Social studies programs have a responsibilitiy to prepare students to identify, understand, and work to solve the problems that face our increasingly diverse nation and interdependent world. The National Council for the Social Studies and the Montana Social Studies Curriculum Writing Team recommend that such programs include goals in the broad areas of knowledge, democratic values and attitudes, thinking, and skills. Programs that combine the acquisition of knowledge with the application of democratic values to life through thoughtful social participation present an ideal balance in social studies. It is essential that these major goals be viewed as equally important. The relationship among knowledge, values and attitudes, thinking, and skills is one of mutual support.

I. K-12 Model Learner Goals
Knowledge (Content)

1. Demonstrate a knowledge of our cultural heritage as well as other cultures in the world.
2. Place events in a chronological framework and relate specific developments to broad themes.
3. Recognize the relationships that exist among nations, ethnic groups, and cultures.
4. Analyze cause and effect.
5. Understand the past from the perspective of the people who lived it.
6. Develop a multicultural perspective.
7. Demonstrate geographic knowledge of location, place, relationships within places, movements, and regions.
8. Identify, explain, and apply economic principles and concepts that affect people.
9. Describe the importance of the role of law, including legal rights and obligations, to individuals and to society.
10. Discuss the role of our basic institutions and their effect on the individual and society.
11. Explain the dynamics of human behavior in social situations.
12. Demonstrate an understanding of the roles of conflict, cooperation, and change.
13. Demonstrate an understanding of democratic beliefs and values so as to guarantee the respect for human dignity and freedom.
14. Explain the process and dynamics of social and political decision making through the demonstration of effective citizenship skills.

Montana Project Excellence. Social Studies Task Force. National Council for the Social Studies. Used with permission.

> *Just as education serves to close the gap between society's goals, it also serves to push out the horizons of what a society might become.*
>
> *—John Goodlad*

II. K-12 Model Learner Goals
Skills

1. Develop a sensitivity to the needs, problems, and aspirations of others and to recognize people as individuals rather than as stereotypical members of a particular group.
2. Ability to interact with others in setting goals, making decisions, and resolving conflicts.
3. Acquire information by listening, observing, accessing community resources, and using a variety of primary and secondary source material.
4. Locate, organize, and analyze information from a variety of sources including electronic sources.
5. Read and interpret maps, globes and other visual documents.
6. Recognize and use the specialized language of historical research and social science disciplines.
7. Organize and express ideas clearly in a variety of ways; for example, writing, roleplaying, speaking, drawing, designing, building.

III. K-12 Model Learner Goals
Thinking

1. Identify central issues or problems (historic, contemporary, future), determine relevant and essential information, and formulate appropriate questions leading to a deeper understanding of an issue.
2. Judge the consistency and adequacy of information related to a problem or question.
3. Decide whether the information provided is sufficient to justify a conclusion, identify reasonable alternatives for the solution to a problem, test conclusions, and predict possible consequences.

> *We should not patronize our students by giving them access to only what we want them to know. We have to risk letting them think for themselves.*
>
> *—Diane Ravitch*

IV. K-12 Model Learner Goals
Values and Attitudes

1. Understand, appreciate, and practice basic democratic principles. Chief among these principles are equality, justice, freedom, human dignity, privacy, diversity, responsibility, and the rule of law.

Montana Project Excellence. Social Studies Task Force. National Council for the Social Studies. Used with permission.

A Model Curriculum for Social Studies

Social Studies Themes and Questions to Reflect Principles and Practices in a Democracy

The group of Montana social studies educators who worked on this curriculum guide considered a number of different social studies curriculum models. The thematic model chosen was designed by H. Michael Hartoonian and Margaret A. Laughlin as the most promising framework around which local districts can build their own social studies curriculum. We believe that the development of a pluralistic, global, and participatory perspective, so important for our young people, can best be achieved through the Hartoonian and Laughlin thematic model. The use of themes and questions as the basis of a scope and sequence framework helps students make connections among disparate elements across the curricula and apply what is learned to the rest of their lives.

If social studies has as its main purpose the preparation of effective citizens for a global community, we believe the thematic model of Hartoonian and Laughlin is an excellent starting point.

A people without history is like the wind on the buffalo grass.

—Anonymous Lakota saying

What follows is the Montana Example Model Social Studies Curriculum adapted from Hartoonian/Laughlin's framework found in the National Council for the Social Studies' *Social Studies Curriculum Planning Resources* (1990) and *A Guide to Curriculum Planning in Social Studies,* Wisconsin Department of Public Education, Michael Hartoonian (1990).

Program Scope: Major Curriculum Themes

The particular curriculum design suggested in Figure 1.1 is based upon ten themes that extend logically from the previously identified goals. These themes are included at each grade level with increasing sophistication and constitute, in large measure, the program scope. The themes help define the program's scope to the extent that they present perspectives that provide students the temporal, spatial and cultural criteria necessary for comprehension and rational action. To some degree, any delineation of major themes is arbitrary. Whereas different themes may be emphasized at various grade levels, they should be included at every grade and may be presented in any coherent order based on the maturity level and ability of the students.

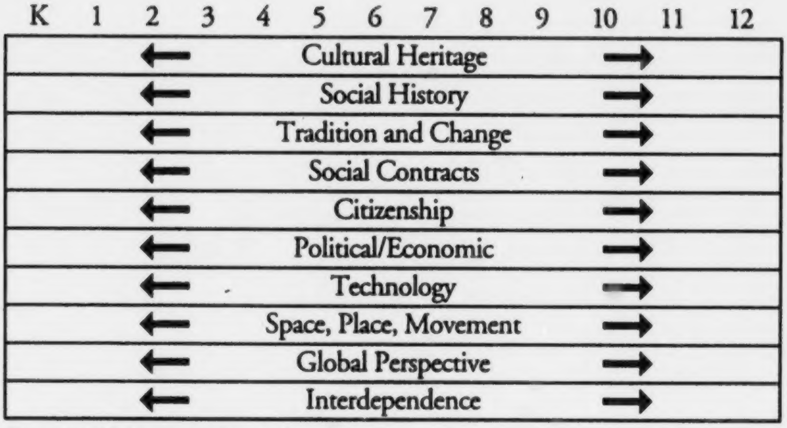


Figure 1.1. Major scope and curriculum themes

Hartoonian and Laughlin 1990

History is a record of human progress, a record of the struggle of the advancement of the human mind, of the human spirit, toward some known or unknown objective.

—Jawaharial Nehru

Cultural Heritage

The cultural heritage of the people of Montana is embodied in their values, hopes and dreams, and fears and dilemmas. Students learn cultural heritage by coming in contact with the elements of history—the people, ideals, artifacts, and dilemmas of the past that need to be brought forward as a part of our present and future. Through examination of their own cultures and other cultures, students can see elements common to all.

Every human society (and group within larger modern societies) has particular patterns of behavior that make up its culture. A culture consists of language, tools, important documents, customs, social institutions, beliefs, legends and myths, rituals, games, attitudes, utensils, clothing, ornaments, works of art, religion, and more. Within social groups, individuals learn accepted means of meeting their needs and coping with problems of living in groups. These ways of perceiving, thinking, and making meaning are part of their heritage.

Social History

The need to tell the full story of history demands that we include accounts of ordinary people. Such accounting requires the examination of first-hand sources, including letters, documents, diaries, artistic compositions, oral histories, and material culture. This means a broadening of the social studies curriculum beyond the study of political and military history to include, for example, the history of families.

Tradition and Change

Continuity and traditions provide life with meaning. Students must recognize that human experience is continuous and interrelated. We are the inheritors of our past and we are formed by it.

As important as tradition is in our lives, people, events, tools, institutions, attitudes, values, and ideas all change over time. Change is uneven among and within different cultures and societies, but change is continuous and the rate of change is accelerating. Clearly, we cannot accurately predict the future, but students should be able to envision various scenarios and be ready for more than one possibility. Students should learn how change and tradition constantly influence their lives.

Social Contracts—Individuals, Groups, and Institutions

The social contract is a free and reciprocal agreement between the individual and society based on fundamental democratic values. It outlines our public behavior and defines our privileges and obligations as citizens. One must come to respect the full citizenship of those who have different backgrounds and talents, and those who take unpopular positions on social issues. In a sense, this contract provides the criteria for our public and private ethical behavior.

Social contracts are entered into by people of all ages, not only by people as they approach adulthood; social contracts are a real and necessary part of the society we call family, school, social clubs, and other social organizations. These memberships demand that all human beings are accorded their inalienable rights.

> *What the people want is very simple. They want an America as good as its promise.*
>
> *—Barbara Jordan*

Citizenship

Citizenship education remains the fundamental purpose of social studies education in American schools. If the republic is to sustain itself, citizenship education must be more than teaching the mechanics of the democratic system, more than ritual alone, and more than defining citizenship in terms of individual goals. Citizenship education should foster the full, ongoing engagement of citizens with issues that involve the community at all levels of government. Social studies educators should help students begin their growth as citizens by doing the work of citizens. They should develop a free and critical intelligence and in so doing learn to act like free persons in a community of people.

Political/Economic

The study of history is the beginning of political wisdom.

—Jean Bodin

Montanans must increase their awareness of their political and economic opportunities and obligations. This means that students must have the ability to make personal and social decisions and judge the decisions of others, often with little time and incomplete information.

To a large extent, Montanans, as indeed all Americans, still see their civic roles as public and their economic roles as private. They generally see all "civic" citizens as equal because of the one person/one vote concept, but they see "economic" citizens as unequal because of their different standards of living. Students must understand the relationships between civic and economic justice, power, and authority and work for the public as well as the private good.

Technology

Human beings use tools in utilitarian as well as aesthetic ways. Technology is one of our tools. Given the power of technology to affect and alter life, students need to understand the role of technology, recognize its potential and limitations, and make conscious decisions regarding its use.

Space, Place, and Movement

The discipline most involved with space, place, and movement is geography. Geography is concerned with spatial relationships and the dynamic interaction of human populations with environmental systems. Consequently, geography links the social and the natural sciences, and provides a context for better understanding patterns of culture and behavior. The five principal themes of geography are location, place, human-environment interactions, movement, and regions.

Global Perspective

Every society struggles with the desire for independence and the realities of interdependence. What happens in the most distant part of the world may quickly affect us. Students must understand the worldwide dynamic of the human, technological, and ideological distance as culture is shared across the world. Interdependence demands that our perspective be global.

A global perspective will include the historical perspective with a grasp of the evolution of universal human values and unique world views, the historical development of contemporary global systems, and the antecedent conditions and causes of today's global issues and problems. The system's perspective will enable students to see themselves, their communities, and their nation as players in economic, political, ecological, cultural, and technological systems extending throughout the globe.

Interdependence

Interdependence is the idea that we live in a world of systems in which the actors and components interact to make up a unified, functioning whole. A primary goal of social studies should be for our students to develop perspectives, concerns, tendencies, and standards for their roles as citizens of a democratic society in an interdependent world.

Program Sequence: Major Content Focus

Many social studies scope and sequence models recommend a spiral or expanding horizon content approach, starting with the immediate, familiar and concrete environment in the primary grades and moving outward to the more distant and abstract in high school. The design outlined in Figure 1.2 is a somewhat similar organizational pattern except that its content focus is organized on the basis of grade-level clusters developed around the ten major curriculum themes suggested above. Teachers are encouraged to talk with one another and their students across and within grade-level clusters about social studies content, skills, thinking, and values and attitudes.

The aim of education is the knowledge not of fact, but of values.
—*Dean William R. Inge*

Grade Level	Content Focus
Primary Grades (K-2)	My Orientation to the World
Intermediate Grades (3-5)	Many People, Many Cultures, One Land
Middle School Grades (6-8)	Viewing the World from Different Perspectives
Secondary Grades (9-12)	Participating in a Changing World

Figure 1.2. Grade-level clusters

Hartoonian and Laughlin 1990

Model Learner Goals/Curriculum Themes

In the following table, curriculum themes have been matched with knowledge (content) model learner goals. The themes suggested are not the limit of possible linkages with content learner goals and any number of other themes. What is provided here is an example of how a district curriculum committee might begin to use this model curriculum, thus connecting curriculum themes with content learner goals.

	K-12 Model Learner Goals **Knowledge (Content)**	**Suggested Themes to Highlight**
1.	Demonstrate a knowledge of our cultural heritage as well as other cultures in the world.	cultural heritage, social history, global perspectives
2.	Place events in a chronological framework and relate specific developments to broad themes.	cultural heritage, tradition and change
3.	Recognize the relationships that exist among nations, ethnic groups and cultures.	space, place, and movement, interdependence
4.	Analyze cause and effect.	tradition and change, space, place, and movement
5.	Understand the past from the perspective of the people who lived it.	social history, cultural heritage
6.	Develop a multicultural perspective.	global perspectives, interdependence
7.	Demonstrate geographic knowledge of location, place, relationships within places, movements and regions.	space, place, and movement, interdependence
8.	Identify, explain and apply economic principles and concepts that affect people in all societies.	political/economic, tradition and change
9.	Describe the importance of the role of law, including legal rights and obligations, to individuals and to society.	social contracts, political/economic, citizenship
10.	Discuss the role of our basic institutions and their affect on the individual in society.	political/economic, citizenship, social contracts
11.	Explain the dynamics of human behavior in social situations.	interdependence, social contracts
12.	Demonstrate an understanding of the roles of conflict, cooperation, and change.	tradition and change, interdependence, technology
13.	Demonstrate an understanding of democratic beliefs and values so as to guarantee the respect for human dignity and freedom.	citizenship, social contracts
14.	Explain the process and dynamics of social and political decision making through the demonstration of effective citizenship skills.	social contracts, political/economic, citizenship

Education is not training but rather the process that equips you to entertain yourself, a friend, and an idea.

—Wallace Sterling

Model Learner Goals and Curriculum Content K-12

Once the curriculum committee has established the major goals for the K-12 social studies curriculum, work can begin in each of the cluster groups. This guide uses questions (as content and learner goals) to encourage students and teachers to explore solutions together. By posing broad questions, students will learn to grapple with issues from multiple points of view, develop a variety of learning skills, learn to work effectively as individuals and as group members, and use their own experiences in the process of learning.

What is worth teaching? What is most worth knowing and being able to do . . . as workers, as citizens, and as cultivated persons?

—Paul Gagnon

This task requires that many opportunities be provided students to enable them to cope with a vast array of new knowledge about social reality. It also requires that the classroom environment encourage both divergent and convergent thinking. By seeking answers to original questions, students and teachers will be addressing information and knowledge together. They will be generating new questions, gathering data, discussing information, and while answers may not resolve any one question, the seeking of answers will help students learn how to learn—a much needed skill for the 21st century.

The following examples of broad-focus questions, representing the ten themes, are used to organize the curriculum within each grade/cluster level and across the K-12 social studies program. The key ideas listed are examples of major concepts related to the broad-focus questions and topics. Of course, many other questions and related concepts could be posed and broad-question categories formulated, thus giving further shape to the social studies curriculum. Because the scope and sequence for the social studies curriculum are the responsibility of the local school district, the social studies program will represent the values and will meet the specific needs of the community, students, teachers, and administrators. Such a process should ensure the relevance of the content, skills, thinking, and values and attitudes of the social studies curriculum.

This document does not answer questions such as, should Africa or Central America be taught in the fifth or sixth grade? This, too, is a local school district decision. What is emphasized here is the importance of teaching substantive content that is current, accurate, and comprehensive. Social studies must challenge students to work with ideas from a variety of sources and from various perspectives at all cluster levels.

Primary Cluster Grades K-2—
My Orientation to the World

Students in the primary grades, kindergarten through second, enter school with a wide range of unique experiences. They have a curiosity about the world and have developed a sense of their place in families, neighborhoods, communities, and the world beyond. The social studies curriculum focus at this cluster level should draw upon these unique experiences to foster intellectual, social, emotional, spiritual, and physical growth. With the discovery and growth of various roles comes the responsibilities that are tied to these roles.

Young children need varied and concrete learning activities that meet the needs of the visual, auditory, and kinesthetic learner. The activities will be based on history and geography, and infused with spoken language, literature, music, art, movement, and writing. The richness of the whole language approach will give the curriculum meaning and relevance to the student through listening, speaking, drawing, reading, and writing.

Primary children will learn skills of social participation, research, citizenship, and communication to encourage the growth of the whole child. These skills will enhance the students' awareness and acceptance of others' traditions and values. Children at the kindergarten, first, and second grades will learn to approach new situations with a growing understanding of others. An appreciation will develop for their physical and emotional selves while a deeper understanding of family and kinship evolves. The primary program provides the foundation of knowledge and skill development in the social studies that will continue to develop all through their lives.

> *. . . Minds are cultural. Minds are forms of cultural achievement and the kinds of minds that children come to own depend, in large measure, on the kinds of experiences they are afforded during the course of their lifetimes.*
>
> *—Elliot W. Eisner*

Note: The ten themes are represented in questions which have been placed into broad categories appropriate to this cluster group.

Primary Cluster K-2 Model Learner Goals/Thematic Questions	Concepts
MYSELF AND MY FRIENDS Who am I? What can I learn about myself? How can I help others? How do people depend on me? What is expected of me? What is a friend? How can people be friends? What do friends do? How do I make friends? How can I be friends with people who are different from me? How has technology changed my life from the way my parents and grandparents lived? What can art, music, stories, and games from the past and present teach me about myself? Why do we need rules at home, at school, and in my neighborhood? What are my responsibilities at home, at school, and in my neighborhood?	*Alike* *Different* *Individual* *Self* *Cooperation* *Conflicts* *Conflict resolution* *Friendship* *Affection* *Love* *Interdependence* *Uniqueness* *Beliefs* *Socialization* *Diversity* *Caring* *Kindness* *Sharing* *Understanding* *Choice* *Causes* *Effects* *Decision making* *Fairness* *Responsibility* *Emotions* *Imagination* *Art* *Music* *Games* *Drama* *Empathy* *Compassion* *Ideals* *Principles* *Values* *Culture* *Ethnicity*
MY FAMILY What makes a family? What do families do? How has my family changed? How have families changed over time? Who were my ancestors and how did they live? How are families alike and how are they different? What are families like in different countries? What are the customs and traditions of my family? How do families make and spend money? What rules do families have? What are the roles of various members of my family and what are their responsibilities? How do people in my family depend on one another? What can I do to ensure cooperation at home?	*Family* *Relatives* *Responsibility* *Cooperation* *Sharing* *Division of labor* *Roles* *Independence & dependence* *Protection* *Needs* *Rules* *Fairness* *Marriage* *Beliefs* *Divorce* *Separation* *Death* *Recreation* *Custom* *Holiday* *Celebration* *Similarities* *Parents/grandparents* *Values* *Pluralism* *Awareness* *Differences* *Festivals* *Country* *Likenesses* *Differences* *Locations*

> *There can be no daily democracy without daily citizenship.*
>
> *—Ralph Nader*

BEST COPY AVAILABLE

Primary Cluster K-2 **Model Learner Goals/Thematic Questions**	**Concepts**	
MY NEIGHBORHOOD AND COMMUNITY Where is my home? How can I describe where I live and how has this changed over time? Who are the people in my neighborhood and community and what are their traditions, values, similarities, and differences? What are my basic needs? What goods and services does my community offer? Who are community helpers and what do they do? How do people in my community depend on one another? What traditions does my community have? What rules does my community have and why? How has my community changed through time? How do people in my community live and work? How did people live, work, travel, and communicate in my community long ago? How did my community begin? Why then? Why here? How do I find my way around my neighborhood and community? What is a good citizen and how can I be one? How can I be a good citizen in my neighborhood and community? What can art, music, stories, and games teach me about my community? ____________	*Helping* *Communication* *Workers* *Family* *Consumers & producers* *Goods & services* *Transportation* *Generosity* *Place* *Relatives* *Community* *Citizen* *Cooperation* *School* *Teacher* *Student* *Compassion* *Empathy* *Population* *Living things* *Urban/rural* *Resources* *Scarcity* *Production* *Park* *Trade* *Conflict* *Law* *Leadership* *Service* *Peace*	*Land use* *Suburban* *Shopping center* *Market* *Needs* *Wants* *Worship* *Rules* *Courts* *City council* *Mayor* *Culture* *Money* *Equity* *Friends* *Income* *Taxes* *Election* *Voting* *Rights* *Responsibilities* *Fire fighters* *Police officers* *Nurses/doctors* *Business people* *Workers* *Parents/ grandparents* ____________ ____________
MY WORLD What does my world look like? What can I learn about myself when learning about other people? How did my country begin? What holidays do people in my country celebrate? How can we describe families in different countries? What are some customs and traditions celebrated by families in my country and around the world? How has my country changed over time? What are some words from other languages? What can art, music, stories, and games teach me about my world? How can graphs, maps, and other information teach me about my world? How is my home alike/different from other homes in the world? How can I be a good citizen in my country and in my world? What can I do to promote peace at home, at school, in my neighborhood? ____________	*World* *Country* *People* *States* *Likenesses* *Languages* *Diversity* *Culture* *Customs* *Differences* *Shelter* *Hunting* *Fishing* *Planting* *Environment* *Defenses* *Ranching/farming* *Settlements* *Future* *Conservation* *Stewardships* *Settlers* *Development* *Near/far* *Inside/outside* *Up/down* *Right/left* *Day/night* *Big/small*	*Location* *Direction* *School* *Community* *Neighborhood* *Computer* *Television* *Map* *Globe* *Cardinal directions* *Distance* *Season* *Time* *Calendar* *Scale & size* *Symbols* *Model* *Today/tomorrow/ yesterday* *Projections* *Atlas* *State* *North/South Pole* *Continents* *Planets* *Land forms* *Oceans* *Equator* ____________ ____________

Accomplishments have no color.
—Leontyne Price

BEST COPY AVAILABLE

Intermediate Cluster Grades 3-5—
Many People, Many Cultures, One Land

The social studies curriculum in grades 3-5 encourages an interdisciplinary study of our community, state, and nation, allowing the students to determine their places in the global community. While studying the community, state and nation, students will have the chance to learn concepts in the ten theme areas. These concepts include, among others, diversity, environment, urbanization, transportation, heritage, ethnicity, technology, and beliefs. Attention is given to people and their stories, their failures as well as successes.

Students should be encouraged to use media resources to learn about their cultural, geographic, economic, political, artistic, and historical heritage. The media should include the use of, but is not limited to, print and non-print material, technology, field trips, and resource people.

Students need material that is relevant and developmentally appropriate to them as individuals. They need to have a wide range of activities, experiences, and opportunities to develop and apply a variety of learning skills. These learning skills should include higher-level thinking skills, research skills, and inquiry skills. The use of various group sizes also lends to the development of students' learning opportunities.

> *America is woven of many strands; I would recognize them and let it so remain . . . our fate is to become one, and yet many.*
>
> *—Ralph Ellison*

Note: The ten themes are represented in questions which have been placed into broad categories appropriate to this cluster group.

Intermediate Cluster 3-5 Model Learner Goals/Thematic Questions	Concepts
COMMUNITIES How do communities and our state help people meet their basic needs? What goods and services are produced in our community and state? How are these goods, services, and other resources used? What features make our community and state unique and special? How do communities and our state show diversities and similarities? What are the things about my community which make it different from other communities? How have our community and state changed over time? How are components of culture reflected in our community, state, and nation? Do people do things in a special way because of the location of this community? What are some characteristics of a "good" community? What are the characteristics of a "good" citizen? How can I be a good citizen? What action can I take to bring about changes to improve my community? __________ __________	*Needs* *Community* *State* *Nation, products* *Goods/services* *Productivity* *Ranch/farm* *Shelter* *Place* *Government/business* *Recreation* *City* *Town* *Settlers* *Cultural identity* *Relationships within places* *Language* *Ethnic communities* *Specialization* *Land use* *Diversity* *Culture* *Migration* *Immigration* *Citizenship* *Bilingual* *Artifact* *Rural/urban* *Weather* __________ __________ __________ __________ __________ __________ __________
HISTORY/CULTURE What are some important documents that have shaped our history? How have they influenced our past and our present way of life? How have women and men influenced our history and the reporting and writing of history? What are some examples of the contributions of ethnic and cultural groups in our community, state and nation? How can numeric and scientific data help us understand changes in history? How has the past shaped our traditions, customs, heritage, attitudes and values? How have our history and cultures influenced and been influenced by the arts? How has the movement of groups of people changed the history and the environment in Montana and the U.S.? __________ __________	*Constitution* *Bill of Rights* *Declaration of Independence* *Government* *Institutions* *Laws & rules* *Rights* *Responsibilities* *Voting* *Citizenship* *Historical interpretation* *Indigenous people* *Land ethic* *Stereotypes* *Ceremonies* *Reservation treaty* *Exploration* *Adaptation* *Culture* *Beliefs/customs* *Cooperation* *Conflict/conflict resolution* *Ethnic & minority groups* *Migration* *Homestead Act* __________ __________ __________ __________

Liberty without learning is always in peril and learning without liberty is always in vain.

—John F. Kennedy

BEST COPY AVAILABLE

Intermediate Cluster 3-5 **Model Learner Goals/Thematic Questions**	**Concepts**	
HUMAN RELATIONSHIPS/INDEPENDENCE/ DEPENDENCE How do our community, state and nation rely on other parts of the world? How do ideas, people, and products circulate in our community, state and nation? How do people in our region interact with people in other regions? What can we learn about our society from the study of others? How do laws provide for political, economic, and social stability and control in our daily lives? How can laws be changed? Why is there so much political, economic, and social instability in the world? How might we bring stability to the world? What types of prejudice and discrimination exist in our community? What can we, as members of this community, do to remove prejudice and discrimination? What are some ways to resolve conflicts between individuals, groups, and nations? What actions can I take to bring about changes for improving my community and world? Who are the leaders of my community/state? What are their roles? __________ __________	*Government* *Government officials* *Communication* *Technology* *Ideas* *Products* *Laws & rules* *Conflicts resolution* *Problem solving* *Decision making* *International conflict* *Detente & peace* *Food supply & hunger* *Distribution* *Resource allocation & management* *Consumption* *Human rights* *Frontier* *Compromise* *Slavery* *Manufacture* *Rebellion* *Population density*	*Customs* *Beliefs* *Values* *Colonization* *Governor* *Legislators* *Civic participation* *Social action* *Mayor* *City council* *Legislature* *Senator* *Representative* *Borders* *Tariffs* __________ __________ __________
HUMAN/NATURE RELATIONSHIP What are some special geographic features of our landscape? What physical features influence the location of communities in our country and the world? How do our community and state affect the environment in positive and negative ways? What can we, as citizens of the community and state, do to improve the environment? How can numeric and scientific data help us understand changes in our present environment? __________ __________	*Continents* *Islands* *Oceans* *Lakes* *Grasslands* *Tropics* *Scale* *Distance* *Longitude/latitude* *Rivers* *Ecology* *Maps & symbols* *Key & legend* *Agriculture* *Specialization* *Boundary* *Region* *State & province* *Natural resources* *Land use* *Political & physical maps* *Perspective* *Habitat* *Adaptation* *Forest*	*Mountain* *Air* *Atmosphere* *Desert* *Climate* *Environment* *Plains* *Pollution* *Conservation* *Wilderness* *Endangered species* *Landfill* *Diminishing resources* *Migration* *Population* __________ __________ __________ __________ __________

> *There can be hope only for society which acts as one big family, and not as many separate ones.*
> *—Anwar al-Sadat*

Intermediate Cluster 3-5 **Model Learner Goals/Thematic Questions**	**Concepts**
CONTINUITY AND CHANGE How did the present come to be as we know it today? What will our community and state look like in the future? What changes are likely to take place in our country and the world in the 21st century? How do economics effect the growth and decline of our community and others? Our state? How has technology changed the way we live? How is technology likely to help shape our future? How can we be prepared to adjust to change? ________________ ________________	*Growth and decline* *Interaction* *Industrialization* *Problem-solving strategies* *Trade* *Transportation* *Regional centers* *Conflict* *Communication* *Computers* *Space satellites* *Mass transit* *Urban planning* *Immigration* *International* *Communication* *Consumption* *Agriculture* *Education* *Schools* *Learning* *Prediction* *Futurism* ________________ ________________

> *But in those remnants of a wild empire . . . we today can still find beauty in solitude; have a taste of living fully, intensely, and freely in the moment; sense the thrill of exploring the unknown; and have the inexpressible satisfaction of being part of an untamed environment.*
>
> *—Frank E. Craighead*

BEST COPY AVAILABLE

Middle School Cluster Grades 6-8—
Viewing the World from Different Perspectives

Early adolescence is characterized by significant growth and change. For most, the period is initiated by puberty, a period of development more rapid than in any other phase of life except infancy. Cognitive growth is equally dramatic for many youth, introducing the capacity to think in more abstract and complex ways than they could as children. Increased sense of self and enhanced capacity for intimate relationships can also emerge in early adolescence. All of these changes represent significant potential in our young people and great opportunity for them and the society. (Turning Points: Preparing American Youth for the 21st Century. Carnegie Council on Adolescent Development, 1989.)

The focus of this cluster is the student's need to develop a respect for self and others in the context of the real world. This world is full of complexity and problematic issues which can be explored in terms of their flaws, strengths, dangers, and promises. Middle-level students need the latitude to examine these questions critically on their own terms. In light of their developing self-concept, it is vital that students have a voice in curricular direction.

The human mind is our fundamental resource.
—John F. Kennedy

Teachers can enhance the learning of middle-level students by using reflective inquiry teaching strategies that help students formulate their own questions and hypotheses. These strategies develop inductive thought processes and strengthen abstract reasoning. Learning how to learn is as much a focus of middle-level curriculum as learning specific content. Content is a starting point for developing inductive reasoning, rather than an objective in and of itself. Process, not product, is the focus of this curriculum.

When students work in cooperative learning groups, they can explore common questions together and discover how other people think and feel. Cooperative learning groups meet the needs of these students socially and intellectually, and can even be used as a microcosm to understanding the dynamics of the real world.

Middle School Cluster 6-8— Model Learner Goals/Thematic Questions	Concepts
CULTURAL HERITAGE What is culture? How are cultural regions similar and how are they different? What are some issues, crises, and opportunities facing each culture region at present? How might they be resolved? How have leaders shaped the course of history? How are we the keepers of our culture? ____________________ ____________________	*Culture* *Cultural groups* *Historic perspective* *Heritage* *Diversity* *Conflict/conflict resolution* *Leaders* *Values* *Bias* *Frames of reference* *Fact/opinion* *Dogma* ____________ ____________
SOCIAL HISTORY What is the nature of human beings? How have common people contributed to our well-being? What role has gender played in the creation and development of culture? What are the stories of migration? What efforts are made to recognize and appreciate cultural diversity in our country? What is the nature of human groups? What role has religion played in the structure of society? ____________________ ____________________	*Oral histories* *Primary sources* *Lifestyles* *Art/music/theater* *Gender* *Significant contribution* *Belief* *Religion* *Migration* ____________ ____________
TRADITION AND CHANGE How has the United States responded to the many challenges facing our country throughout history? What challenges does our republic face in the coming years? How might the republic respond to these changes? How can numeric information be used to make changes in personal lives and public policy? What are the traditions that make us Montanans? Americans? ____________________ ____________________	*Traditions* *Continuity* *Future implications* *Celebrations* *Customs* *Cultural identity* *Statistics* *Data* ____________ ____________
SOCIAL CONTRACTS How do leaders exercise power and authority? How have leaders shaped the course of history? How does the perception we have of ourselves as individuals and as a nation influence the way we behave toward one another? Toward other nations? How does the legal system protect the rights of individuals as well as protect the common good? Why do societies create laws? What is the history of societal law of this nation and of others around the globe?	*Legal system* *Law* *Legal process* *Court system* *Agreements* *Social contracts* *Power* *Authority* *Common good* *Behavior* ____________ ____________

Students must leave school with the passion to question, without the fear of looking foolish, and with the knowledge to learn where and how the facts can be found.

—Grant Wiggins

BEST COPY AVAILABLE

Middle School Cluster 6-8 Model Learner Goals/Thematic Questions	**Concepts**
CITIZENSHIP What rights and responsibilities do individuals and groups have in our country and in other countries? What behaviors would best describe a "good citizen?" What does civic participation mean? What is the difference between socialization and social criticism? Historically, how have people disagreed with their government? ____________________ ____________________	*Rights/responsibilities* *Voting* *Election* *Civic Participation* *Citizen* *Citizenship* *Democratic republic* *Legislation* *Social action* *Civil strife* ____________ ____________
POLITICAL/ECONOMIC What is the nature of our democratic government at the local, state, and national levels? What are some key features of our government? How have world regions become increasingly specialized in the production of certain goods, thereby forming systems of economic networks? Where can I find and how can I use numeric information about political, social, and economic institutions? How are cultural values used in public policy making? ____________________ ____________________	*Institutions* *Organization* *Policy* *Region* *Network* *Systems* *Value* *Systems of government* *Democracy* *Branches of local, state and national governments* *Legal system* *Resources* *Commodity* *Economy* *Value* *Subsistence economy* *"Third World"* ____________ ____________
TECHNOLOGY How has technology influenced our lifestyles, values, and expectations? How might technology shape our lives in the 21st century? How have technological developments changed the lives of people around the world? How has technology changed the ways people and nations view the world and respond to events? ____________________ ____________________	*Technology* *Information age* *Information* *Ethics* *Information systems* *Network* *Regions* ____________ ____________
SPACE, PLACE, AND MOVEMENT What is the nature of the earth and its environment today? What relationships exist between the United States and other areas of the globe? How have these relationships changed over the years? What changes have taken place in urban and rural United States over the last 50 years? 30? 10? What changes might be predicted by the year 2020? What relationships can be identified between this region and other regions? How have these relationships changed and how have they remained the same in the last 10, 25, and 50 years? What effect does the place in which you live have on the way you and the people around you live and work? ____________________ ____________________	*Regions* *Continents* *Human/nature relationship* *Environment* *Wilderness* *Migration* *Sustainable resources* *Carrying capacity* *Cause and effect* *Rural/urban* *Future implications* *Historical perspective* *Economic/political issues* *Place* *Relationships* ____________ ____________

If there is no civic virtue among us, but only private virtue, then no form of government (not even the best) will render us secure.
—James Madison

Middle School Classes 6-8 Model Learner Goals/Thematic Questions	Concepts
GLOBAL PERSPECTIVE How can content from the social studies provide different perspectives when we study events, institutions, and people around the world? What common challenges are faced by people around the world? How might they respond to ensure the survival of the earth? ____________________ ____________________	*Interdependence* *Dependence* *Cultural exchange* *Global community* *Communication* *Trade* *Transportation* *Regions* *Power* *Authority* *Fear* *Cooperation* *Modern/primitive* *Conflict/conflict resolution* ____________ ____________
INTERDEPENDENCE How might peace be achieved within and among the cultures of the world? How does the perception we have of ourselves as individuals and as a nation influence the way be behave toward one another? ____________________ ____________________	*Dependence* *Interdependence* *Cultural groups* *Cultural diversity* *Cultural Exchange* *Global perspective* *Communication* *Industrial world* *Network* *International business/government* *Information Age* *Global Community* *Conflict/conflict resolution* ____________ ____________

> *When a person thinks on his own, without being stimulated by the thoughts and experiences of other people, is even in the best case rather paltry and monotonous.*
>
> *—Albert Einstein*

BEST COPY AVAILABLE

Secondary Cluster Grades 9-12— Participating in a Changing World

The social studies curriculum in grades 9-12 will focus on the role of the individual, emphasizing rights as well as responsibilities as members of the world community. The social studies curriculum will provide a knowledge of and respect for other cultures both past and present. Although history centered, the curriculum will integrate economics, geography, government, other related areas of the social sciences, humanities, literature, and the arts.

Secondary-level students have considerable potential for abstract reasoning They are passed childhood and are far more sharply aware of themselves and others than they were before. They can make decisions based on abstract principles and rules. The teacher and the social studies curriculum should take advantage of this potential and involve students in tasks that emphasize imagination, hypothesis formation, and judgment.

Model Learner Goals/Thematic Questions	Concepts
CULTURAL HERITAGE Why does a society establish standards and values? What part does the political process play in establishing societal standards and values? How does an individual clarify personal values? What happens when values conflict? How do history and geography influence culture? What are the methods of cultural change? How do historians study continuity and change? __________ __________	*Standards* *Values* *Political process* *Frame of reference* *Viewpoint* *Oral history* *Bias* *Historical sources* *Conflict* *Value conflict* *Conflict resolution* *Social class* *Cooperation* *Assimilation* *Human movement* *Nationalism* *Manifest Destiny* *Social Darwinism* *Frontier* *Revolution* *Independence* *Constitution* *Treaties* *Bill of Rights* *Federal form of government* *Primary and secondary sources* *Cause & effect* *Critical analysis* *Ethnocentrism* *Sex role stereotyping* *Synthesis* *Cultural identity/ self-identity* *Cultural diffusion* *Supply & demand* *Continuity* *Change* __________ __________ __________

Teaching creativity must mean. . . opening up for students the flavor and texture of creative inquiry and hoping they get hooked.

—David Perkins

I believe that the primary focus of schools should be on the civic values that pertain to the public life of the political community and not on the private values of religious belief or personal lifestyles . . .

—Freeman Butts

Secondary Cluster 9-12 Model Learner Goals/Thematic Questions	Concepts	
SOCIAL HISTORY What can literatiure tell us about history? What do stories, poems and songs tell us about the past? What role do documents and personal narratives have? What has been the impact of society on ordinary people? ____________	*Lifestyle* *Art* *Historiography* *Journals* *Diaries* *Income* *Oral tradition* *Status* *Values* *Underclass*	*Distribution of wealth* *Women's Movement* *American dream* *Popular culture* *Standard of living* ____ ____ ____
TRADITION AND CHANGE What is the role of tradition in society? How have major social, political, economic, cultural, scientific and technological changes affected society? How do societies deal with change? How have changes in societies' expectations, values and lifestyles influenced the role of individuals? What is the role of oral tradition? How do historians study continuity and change? What are the skills of historical inquiry and how are they applied? ____________	*Cultural exchange* *Land ethic* *Land use & ownership* *Religious freedom* *Imperialism* *Value conflict* *Adaptability*	*Cultural identity* *Survival* *Historical inquiry* ____ ____ ____
SOCIAL CONTRACTS What are social contracts? What are an individual's rights and responsibilities in society? How do social contracts change as an individual matures? How do social contracts govern behavior? How do social contracts maintain a free and peaceful nation? What role does revolt play in society? ____________	*Individual* *Group* *Agreements* *Conflict* *Conflict resolution* *Contract* *Institutions* *Laws* *Courts*	*Judges* *Justice* *Fairness* ____ ____ ____
CITIZENSHIP What are the obligations of a contributing member of society? What are the rights and responsibilities of citizens in different cultures? What are the rights and responsibilities of citizens in a democracy? How do government and politics work? What are rights and responsibilities as members of the global community? What actions do active members of their communities perform? ____________	*Rights & responsibilities* *Cultural diversity* *Democratic principles* *Declaration of Independence* *Bill of Rights* *U.S. Constitution* *Local, state, national governments* *International organizations* *Judicial system* *Public policy* *Civic participation* *Separation of powers*	*Montana Constitution* *Executive* *Legislative* *Judiciary* ____ ____ ____
POLITICAL/ECONOMIC What economic, political, humanitarian and moral roles do international organizations play? When does one nation have the right to interfere in the internal affairs of another? What role does economics play in determining an individual's role in society? How do economics drive society? How do societies deal with their poor? Does wealth equate to influence and power? How do people participate in the economic and political processes? Is there political, economic and social justice? How do politics work in the real world? What is the role of compromise in international interactions? ____________	*Economic trend* *Political repression* *Political party* *Minority party* *Revolution* *Constitution* *Bureaucracy* *Justice* *Republic* *Nation* *Democracy* *States' rights* *Separation of powers* *Balance of power* *Federalism*	*Amendments* *Protest* *Rights* *Responsibilities* *Election* *Law* *Executive* *Legislative* *Judiciary* ____ ____ ____

BEST COPY AVAILABLE

Secondary Cluster 9-12 **Model Learner Goals/Thematic Questions**	**Concepts**
TECHNOLOGY What is the role of technology in society? How does technology influence society? What does technology hold for the future? How does global technology benefit all countries of the world? How does lack of technology affect some nations? (society) How do you access and process information? What has been the impact of technology on culture? ________	*Interactive telecommunication* *Communication* *Responsibilities* *Computers* *Information age* *Futurism* ________ ________ ________
SPACE, PLACE, AND MOVEMENT How does geographic location influence culture? How is human behavior effected by geography? Does geographic location determine power in the world arena? How has modern technology affected geography? What are the most important characteristics of (insert the place being studied), i.e., the things which identify it as different from other places? What is or what should be the relationship which a person has to a region? ________	*Indigenous people* *Climate* *Environment* *Plains* *Mountains* *Forest* *Desert* *Natural resources* *Renewable resources* *Interdependence* *Conservation* *Erosion* *River system* *Migration* *Pollution* *Land use* *Standard of living* *Caste system* *Overpopulation* *Place* *Relationships* *Location* *Region* ________ ________ ________
GLOBAL PERSPECTIVE What will our planet earth be like in the coming years and decades? How do environmental issues effect us all? What are the contributions of democracy to the world? What has been the price of progress? How have population changes impacted on various cultures? How do we manage growth? What has been the role of conflict throughout history? What events are beyond the control of any nation? ________	*Global society* *Developed & undeveloped countries* *Global citizenship* *Survival* *Human rights* *Self-interest* *War & peace* *Oppression* *Global interdependence* *Information age* *Preservation of culture* *Foreign policy* *Technological change* *International institutions* *Nuclear age* ________ ________ ________
INTERDEPENDENCE What is interdependence? What is peace? How do we achieve peace (without conflict)? How can human rights be gained and protected for all? How have civil liberties been gained? How are civil liberties protected? Is it possible to eliminate civil wars and international conflicts? How are societies interdependent? Is it possible to be totally independent? ________	*Intervention* *Cultural diversity* *Sphere of influence* *Reciprocal* *Immigration* *Terrorism* *Nationalism* *Patriotism* *Pacifism* *Violence* ________ ________ ________

> *. . . it is not enough for students simply to learn the content of academic disciplines; to be truly educated, students must be able to think in those disciplines.*
>
> *—Matthew Lipman*

Sample Units

Small groups of teachers from around Montana met and drafted the following sample units. These units were designed as examples of how to use this model curriculum.

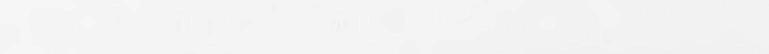
Primary Cluster—*In My Great-Grandparents' School*

Intermediate Cluster—*Taking Social Action -*

A Problem-Solving Model

Middle School Cluster—*The Middle East*

Secondary Cluster—*Myth of the American West*



My Orientation to the World

Primary Cluster Grades K-2—Sample Unit

In My Great-Grandparents' School

Students in the primary grades have begun to be curious about their families. Stories have been told at family gatherings about when their parents, grandparents, and great-grandparents were children and attending school. The children are eager to share these stories with others and are anxious to hear the stories of their classmates.

This model unit, about school life long ago, illustrates several ways in which to incorporate some of the themes of social studies into a primary setting. While not all of the themes are addressed in this model unit, subsequent units and lessons that the teacher designs will include various combinations of themes. Ideally, all of the themes are included some time during the primary years.

The thematic questions mentioned here are only a beginning. A teacher may use them as starting points for discussions and direction for future units and lessons, keeping in mind the individual needs of special students.

UNIT GOAL: Develop a sensitivity and appreciation for the past and for the continuity of human experience.

> *. . . I look back to the days spent striving to help the little children in Bannack with a profound gratification. The school was not pretentious, but it was in response to the yearning for education, and it was the first.*
>
> *—Lucia A. Darling*

UNIT OBJECTIVES—
MODEL LEARNER GOALS/THEMATIC QUESTIONS

How has technology changed my life from the way my parents, grandparents, and great-grandparents lived?
What can art, music, stories, and games from the past and present teach me about myself?
What are the roles of various members of my family and what are their responsibilities? How has this changed over time?

UNIT ACTIVITIES—
CULTURAL HERITAGE/SOCIAL HISTORY

Invite the County Superintendent of Schools or a local museum representative in to talk about the ways schools have changed in the last hundred years. Encourage the sharing of artifacts and material culture.

Plan to hold a Grandparents' Day in which senior citizens share with the students. Have grandparents share a song, poem, story, or game that they learned in school long ago and perhaps teach it to the class.

Visit an "old school."

PRIMARY CLUSTER—SAMPLE UNIT
SOCIAL HISTORY/GLOBAL PERSPECTIVE

Read portions of *These Happy, Golden Years* by Laura Ingalls Wilder regarding her experiences as a teacher in a one-room schoolhouse. After listening to the selection read, brainstorm a list of facts learned about long-ago schools.

Invite an American Indian storyteller to come and share. Focus on traditional skills as an alternative learning style.

Invite a person from another country to describe their schools and the differences and similarities to American schools.

TRADITION AND CHANGE

How do children learn in a present-day school? Draw pictures of activities you do in school now. Display.

What was school like long ago when your great-grandparents were children? Talk to great-grandparents, grandparents, or elderly neighbors, and share with the class.

Write and illustrate an individual or class big book. Read and share the big book with another class. Big books may be checked out, taken home to be shared, and eventually donated to the school library.

Another publishing idea is to write the story on adding machine tape paper. The story may then be stored in a decorated juice can.

SOCIAL CONTRACTS

Create and perform a pantomime or a skit showing children's responsibilities in the home and school. Discern whether skit shows present day or long ago or both.

CITIZENSHIP

Invite a Boy or Girl Scout, member of the American Legion, or any interested person to demonstrate flag folding etiquette. Practice this technique and emphasize that this was a daily routine of students in schools of the past.

TECHNOLOGY

Discuss how children learned in schools long ago as compared to the present day. Organize a settler school day. Turn off the lights, the computers, etc., and create a situation in which the children are transported back in time where there were not enough books, supplies, etc. Talk about the differences between then and now. Children may recite poetry, share school textbooks, use slates and chalk, work in small groups with the teacher while others do seatwork, memorize their lessons, etc.

PRIMARY CLUSTER—SAMPLE UNIT
SPACE, PLACE, AND MOVEMENT

View old photographs showing what Montana classrooms looked like at the beginning of the century. Create a map of the present-day classroom and one of a classroom of long ago. Compare and contrast.

INTERDEPENDENCE

In schools long ago, how did students and the teacher resolve conflict? The teacher may roleplay the long-ago school teacher and conduct the classroom in a similar fashion for a short part of the day. Discuss the similarities and differences to present day.

UNIT ASSESSMENT

In order to assess primary students in any unit or lesson, the teacher must employ a variety of methods. "In My Great-Grandparent's School," the instructor can readily observe and record the level of the children's participation in the unit and activities, the quality of written products and pride of workmanship, and their contributions to discussions. Another source of assessment is appropriate questions asked by an eager learner seeking more information. These timely questions may also be used as a springboard for generating further activities or as an idea for improvement for subsequent unit and lesson designs. Thus, a teacher will be continually assessing and improving teaching strategies.

SUGGESTED RESOURCES FOR SAMPLE UNIT

Cooney, Barbara. *Miss Rumphius.* New York: Viking Press, 1982.

Brank, Carol Ryrie. *Caddie Woodlawn.* United States: Macmillan, 1935.

Burton, Virginia Lee. *The Little House.* Boston, MA: Houghton Mifflin Co., 1988.

Hall, Donald. *Ox Cart Man.* Durham, NH: Friends of the University of New Hampshire Library, 1983.

Wilder, Laura Ingalls. *The Long Winter.* New York: Harper & Row, 1943.

Wilder, Laura Ingalls. *These Happy, Golden Years.* New York: Harper & Row ,1943.

Levinson, Riki. *I Go With My Family to Grandma's.* New York: Dutton, 1988.

Tom Glazer's Treasury of Songs for Children. Compiled by Glazer. Scarborough, NY: Songs Music, 1981, 1964.

PRIMARY CLUSTER—SAMPLE UNIT

> *The sole substitute for an experience which we have not ourselves lived through is art and literature.*
>
> *—Alexander Salzhenitsyn*

Nelson, Vaunda Micheaux. *Always Gramma.* New York: Putnam, 1988.

Thomas, Jane Resh. *Saying Good Bye to Grandma.* New York: Clarion Books, 1988.

Greenfield, Eloise. *Grandpa's Face.* New York: Philomel Books, 1988.

Gray, Nigel. *Balloon for Grandad.* New York: Orchard Books, 1988.

Hausherr, Rosemarie. *One Room School at Squabble Hollow.* New York: Four Winds Press, 1988.

Cooney, Barbara. *Island Boy.* New York: Trumpet Club, 1989.

Allen, Thomas B. *On Granddaddy's Farm.* New York, Knopf, 1989. Distributed by Random House.

The Diane Good Book of American Folk Tales and Songs, collected by Ann Durell. New York: E.P. Dutton, 1989.

Hughes, Dean. *Family Pose.* New York: Atheneum, 1989.

Perl, Lila. *Great Ancestor Hunt: The Fun of Finding Out Who You Are?* New York: Clarion Books, 1989.

Harvey, Brett. *My Prairie Christmas.* New York: Holiday House, 1990.

Cooney, Barbara. *Hattie and the Wild Waves: A Story from Brooklyn.* New York: Viking, 1990.

Waddell, Martin. *My Great Grandpa.* New York: Putnam, 1990.

Johnson, Angela. *When I Am Old with You.* New York: Orchard Books, 1990.

Peters, Lisa Westberg. *Good Morning, River!* New York: Arcade Pub., 1990.

BEST COPY AVAILABLE

Additional Suggested Activities:

- Research more about Montana schools of the past, from the county courthouse, clerk and recorder office, county superintendent
- Bring a family photograph and tell about it
- Display photographs on apple tree bulletin board display
- Draw pictures of what families look like now
- Dictate a story about a family photograph
- Dress like one of your ancestors
- Bring a family artifact and display/tell/write about it
- Make a timeline of your family history
- Role-play a person from family's past
- Interview grandparent(s) and write a family story and share
- Cooperatively plan and share Grandparents' Day
- Greet and introduce grandparents as visitors
- Learn a song that grandparents sang and teach to class
- Create a Hypermedia stack telling about your family
- Write a scroll story and house it in a decorated juice can
- Produce a puppet show
- Read/recite poetry
- Simulate a day *In My Great Grandparents' School*

Many People, Many Cultures, One Land
Intermediate Cluster Grades 3-5—Sample Unit

Taking Social Action

Students are capable of thinking through and solving real problems. If given an opportunity, they will find the problems and design their own solutions. The purpose of this unit is to help students identify problems and issues in their local community and/or state and develop a plan of action to address those problems.

Interdisciplinary Unit Design

This unit can bring together many areas of the school curriculum. Social studies, science, language arts, reading, music, math, and art will be involved in various parts of the unit lesson.

In an interdisciplinary study of our community, state, nation, and world, the following concepts should be addressed:

- Diversity
- Environment
- Migration
- Urbanization
- Transportation
- Culture
- Ethnicity
- Beliefs
- Economics
- Social skills
- ____________________
- ____________________

Life is a succession of making choices and education will help you make wise ones.
—Mary Ema Woolley

INTERMEDIATE CLUSTER—SAMPLE UNIT
MODEL LEARNER GOALS/THEMATIC QUESTIONS

- How does our community and state affect the environment in positive and negative ways?
- What can we, as members of the community and state, do to improve the environment?
- How do laws provide for political, economic, and social stability and control in our daily lives?
- How can laws be changed?
- What are some ways to resolve conflicts between individuals, groups, and nations?
- What actions can I take to bring about changes for improving our community, state, and world?

Historic Time Period: *Present*

Geographic Region: *Northern Rockies/Great Plains*

> *Luck is a matter of preparation meeting opportunity.*
>
> *—Oprah Winfrey*

INTERMEDIATE CLUSTER—SAMPLE UNIT
SOME IDEAS FOR COMMUNITY PROBLEM TOPICS

Community Concerns:
- School
- City growth and development; land use
- Vacant lots; use of buildings
- Beautification projects
- Animals and wildlife
- Garbage

Social Concerns:
- Family
- Friends and social relationships
- Human development
- Population
- Ethnic groups
- Clothing
- Shelter, abandoned houses
- The homeless
- Employment, unemployment
- Public health, nutrition, hunger, mental health
- Substance abuse (alcohol and other drugs, smoking)
- Volunteerism
- Support systems for children, the elderly, etc.

Governing Agencies:
- Transportation
- Law enforcement and justice
- Education
- Business and labor
- Lawmaking agencies and governments
- Social agencies

The Environment
- Energy production, energy use
- Natural resources
- Pollution (air, water, land)
- Weather
- Garbage

Technology and Space
- Communication
- Information (microchips, etc.)
- Satellites and space probes
- Medicine, medical research
- Industrial advances
- Other inventions and projects
- The future of technology and space

Value Systems
- Money
- Economic growth
- Human rights
- Ethics (morals and beliefs)
- Religion
- Censorship
- Trade
- Value systems throughout history

Public Safety
- Peace
- Weapons and gun control
- Safety and accidents (including industrial)
- Terrorism
- Disasters (earthquakes, floods, fires, storms, etc.)
- Disease

Leisure Time
- Sports
- Games
- Recreation
- Vacations
- Hobbies
- Styles and trends

FOUR RULES OF BRAINSTORMING

1. Brainstorm alone, with a friend, a group, or a class. The more brains you have to storm with, the more ideas you'll have.

2. Everybody tries to come up with as many ideas as possible—from silly to serious, and everything in between.

3. All ideas are acceptable during brainstorming. Choices are made later.

4. Nobody criticizes anybody else's ideas.

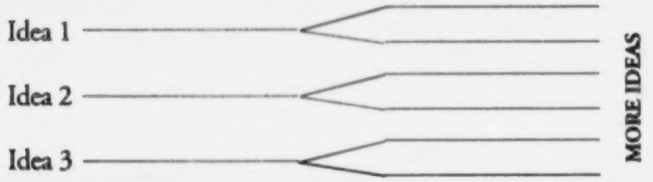
Excerpt from *The Kid's Guide to Social Action* by Barbara A. Lewis. Copyright 1991. Reprinted by permission of Free Spirit Publishing, 400 First Ave. N., #616, Minneapolis, MN 55401; 1(800)735-7323. All rights reserved.

BEST COPY AVAILABLE

INTERMEDIATE CLUSTER—SAMPLE UNIT

BRAINSTORMING I: COME UP WITH IDEAS

The first step in brainstorming is to write down as many ideas as possible.



BRAINSTORMING II: CHOOSE THE MAIN IDEA

The second step in brainstorming is to choose from the list of ideas generated; one idea on which to focus. The following questions may help the group make the best choice.

1. Which idea might be the most possible to do?
2. Which idea does the group like best?
3. Which idea might help the most people?
4. Which idea might cost the least?
5. Which idea might help us learn the most?

Other questions____

List the steps to carry out the Plan of Action. Write down who will be responsible for each step, and when.

Plan of Action		
Activity	Who does it?	When?

Evaluate: How is the plan working? Is everyone involved? Does the solution need to change?

Excerpt from *The Kid's Guide to Social Action* by Barbara A. Lewis. Copyright 1991. Reprinted by permission of Free Spirit Publishing, 400 First Ave. N., #616, Minneapolis, MN 55401; 1(800)735-7323. All rights reserved.

Suggested Activities

1. Students can choose problems from different locations in the world and make a diorama of the area. The diorama can show how the area should be or how it might become if some environmental change would occur. Once again, reports could be given when students are showing their dioramas. **[Themes covered: Global Perspective, Tradition & Change, Space, Place, and Movement, Interdependence]**

2. Using interviews of teachers, administrators, teacher aides, custodians, office workers and other students, find out what people in your school think about waste/refuse in your school. (Too much? No Problem? What kinds?) **[Themes covered: Citizenship, Interdependence, Social Contracts]**

3. Do a "garbage archaeology" project. Collect trash from various areas of the school. Sort it, classify it and count the items. (Be sure to wear gloves and have adequate supervision.) Determine which items could be recycled within the school. Which items should not have been thrown away and why (graph results)? Can you do the same thing at home? How can we recycle? Create garbage art (collages, sculpture, etc.). **[Themes covered: Political/Economic, Space, Place, and Movement, Technology, Interdependence, Citizenship]**

4. Using interviews and project results, create a plan for cutting back on and recycling waste in your school. **[Themes covered: Political/Economic, Tradition & Change, Social Contracts, Technology, Interdependence, Citizenship]**

5. Compile your information, plan and present the plan to the school administrator. With the administrator's permission, present the plan to the board and put it into action. **[Themes covered: Political/Economic, Tradition & Change, Social Contracts, Technology, Interdependence, Citizenship]**

6. "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out" and "Hector the Collector" by Shel Silverstein, found in the Book *Where the Sidewalk Ends*, may also be used in the discussion of trash and how to dispose of it. A contact person could be your local sanitation department. Write a mock trial script in which Sarah and Hector are prosecuted. Practice and perform the trial for a "jury" of other students and/or teachers. **[Themes covered: Political/Economic, Tradition & Change, Space, Place, and Time, Social Contracts, Technology, Interdependence, Citizenship]**

7. Locate an old family dump (many homesteaders had their own disposal area and families who have remained on the land continued to use the dump). With permission

of the landowner, do a "dig." Compare "old trash" with trash of today. What do you think the items were used for? What do we use in their places today? **[Themes covered: Cultural Heritage, Political/Economic, Tradition & Change, Social History, Space, Place, and Movement, Social Contracts, Technology, Interdependence, Citizenship]**

8. Take a field trip around the community observing waste/pollution problems or positive approaches to waste disposal. **[Themes covered: Political/Economic, Social Contracts, Technology, Interdependence, Citizenship]**

9. Have a discussion on packaging concept. Show various packages. How can you change the package for less waste? **[Themes covered: Political/Economic, Tradition & Change, Technology, Interdependence]**

10. Have a discussion on the pack it in/pack it out concept used by the park system and recreation areas. Why are many private land owners refusing to allow sportsmen on their land? Discuss similar concerns about public land. **[Themes covered: Global Perspective, Political/Economic, Tradition & Change, Social History, Social Contracts, Interdependence, Citizenship]**

11. Create ads for any type of media to convey "saving," "reusing," etc. **[Themes covered: Cultural Heritage, Global Perspective, Political/Economic, Tradition & Change, Space, Place, and Movement, Social Contracts, Technology, Interdependence, Citizenship]**

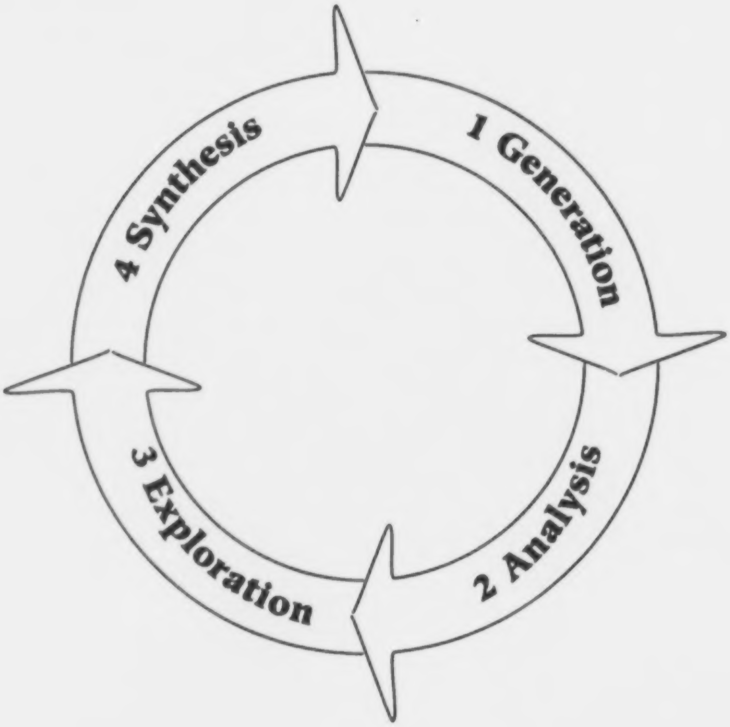
Viewing the World from Different Perspectives—Middle School Cluster Grades 6-8—Sample Unit

The Middle East

This is an example of inductive, reflective inquiry process. The following learning cycle illustrates a process for research at the middle level.

In all education the main course of failure is staleness.

—Alfred North Whitehead



1. Generation: Teacher generates discussion of topic through guest speaker, film, or some other concrete experience.
2. Analysis: Students analyze topic by finding resources and data, and applying research skills.
3. Exploration: Students define an interest area within the topic and pursue it further, creating something new out of their information (a HyperMedia stack, a visual, a dramatic performance, etc.).
4. Synthesis: During reflective discussion, students come back together and share their perspectives, questions, creations.

This cycle allows students to define and explore personal questions in depth on any given topic. Students who share common questions or concerns form cooperative research groups during phases 2 and 3. The amount of time spent in these phases will vary; however, moving through the entire cycle can take five to ten days, or longer. Students shift from whole group discussion to small group work to individual research and back again. Teachers introduce the topic with a concrete experience, shift control of learning to students, and then provide the framework for closure and extended reflection at the end of the cycle. Discussion in phase 4 may generate a focus for the next research cycle. In this way, the curriculum becomes a spiral in which each cycle is related to the next, and patterns for lifelong learning can be developed.

Sample Unit Design

This sample unit illustrates a specific inductive teaching process and borrows from Hartoonian and Laughlin (1990) to illustrate the components of social inquiry involved in the construction and use of knowledge. The components are: 1) comprehension or conceptualization, 2) causality, 3) validity of explanation, and 4) creative extension. Using this social inquiry model, the unit is based on learner goals or thematic questions. The questions are designed to encourage students into a discussion that will lead to student-generated questions. The teacher is the catalyst and guide during the conversation. This dialogue may take several directions including further discussion, more questions, research following the cycle described above, viewing a documentary, etc.

Middle School Cluster 6-8 **Model Learner Goals/Thematic Questions**
Level I: Comprehension Where is the Middle East? How has it changed? What religions are practiced in the Middle East? What are its resources?
Level II: Causality What has caused the map of the Middle East to change? What consequences to the world have occurred as a result of the changing political boundaries? How have the Middle East resources affected the world's economic stability? How did World War II affect the Middle East?

MIDDLE SCHOOL CLUSTER—SAMPLE UNIT

Level III: Validity

How is the Jewish perspective different from the Muslim perspective? The Christian perspective?
How do the competing perspectives cause conflict?
How does the Western perspective influence the dynamics of the region?

Level IV: Creative Extension

You are living in 1948 and the question of a Jewish homeland is presented. How would you deal with the problem?
You are an American citizen of Iranian descent and the 1979 hostage crisis has just begun. How would you deal with the emerging hostility toward your heritage?

Creativity involves working at the edge rather than the center of one's capacity.
—Robert Marzano

The following grid illustrates how these questions relate to the ten themes that are carried throughout the curriculum.

6-8 Theme Grid

Themes Model Learner Goals/Thematic Questions	Cultural Heritage	Social History	Tradition/ Change	Social Contracts	Citizenship	Political/ Economic	Technology	Space, Place & Movement	Global Perspective	Interdependence
Where is the Middle East?								√	√	
How has it changed?		√	√			√	√	√		√
What religions are practiced in the Middle East?	√	√	√						√	√
What are its resources?				√		√	√	√	√	√
How did World War II affect the Middle East?		√	√	√	√	√	√	√	√	√
What has caused the map of the Middle East to change?			√			√	√	√	√	√
What consequences to the world have occurred as a result of changing political boundaries?		√	√			√		√		√
How have Middle East resources affected the world's economic stability?						√			√	√
How do the Jewish and Muslim perspectives differ?	√	√	√		√					
How do competing perspectives cause conflict?	√	√			√	√		√		
You are living in 1948 and the question of a Jewish homeland is presented. How would you deal with the problem?				√		√		√	√	√
You are an American citizen of Iranian descent and the hostage crisis has just begun. How would you deal with the emerging hostility toward your heritage?	√		√		√	√			√	√

Students select a question from the list above or define their own questions. Individual students or cooperative learning groups research a question and find resources which help them develop a response to the question. Their response can take a variety of forms, e.g., written essays, dramatization, visual presentation, computer program, analysis of political cartoons, debates, editorials, and student-created HyperMedia stacks, etc. Grades are based on pre-established criteria which could include originality, focus, quality, etc. The teacher needs to discuss these expectations with the students before the learning activity begins. Assessment should not be a mystery; students must know what is required of them.

Key concepts to be discussed in the context of the questions:

- Religion
- Theocracy
- Culture
- Homeland
- Nationalism
- Boundary
- Resource
- Middle East as a distinct geographic region

Unit Assessment

Portfolios can be used to provide examples of work in the areas of attitude toward learning, ability to work with others, effective communication, and quality of work. They should include samples of work presented in a variety of media. The teacher sets the criteria for the four areas and discusses these expectations with the students before the learning activity occurs. Assessment should not be a mystery; students must know what is required of them.

Theme Grid Worksheet—Sample

Thematic Questions/Model Learner Goals	Cultural Heritage	Social History	Tradition/ Change	Social Contracts	Citizenship	Political/ Economic	Technology	Space, Place, and Movement	Global Perspective	Interdependence

Participating in a Changing World—
Secondary Cluster Grades 9-12—Sample Unit

Myth of the American West

An examination of the Trans-Mississippi West in American history can help lead to a determination of the American character. Some historians maintain that the frontier bred individualism, decency, democracy, and other traits of American character. An in-depth study of the area during the post Civil War period can help answer the question about the development of American character. A favorite aspect for students of this region is outlaws. Students enjoy reading, discussing and analyzing why a relatively minor part of history gained such popularity.

A series of questions introduced at the beginning of each lesson force students to think about the material that is to be covered. It also provides a rudimentary framework for the lesson and the discussions and writing assignments that follow.

The following questions grouped around the ten themes raise pertinent, critical questions about the American West.

MODEL LEARNER GOALS/THEMATIC QUESTIONS

CULTURAL HERITAGE

What was the West?

What are past views of the West?

What are its major characteristics?

What are common perceptions of the land and its inhabitants?

Why was there a clash of cultures in the West?

What happened to the indegenous people of the West?

SOCIAL HISTORY

Examine the songs, literature, documents, oral stories.

Did the individualism of the West actually exist?

Is the West still the refuge from the industrialized, polluted regions?

What has been the role of "ordinary" people in the West?

What are some stereotypes about the West?

> *Man did not weave the web of life, he is merely a strand in it. Whatever he does to the web, he does to himself.*
>
> —*Chief Seattle*

Gratitude to the earth . . .
and to her soil, rich, rare
and sweet.
—Gary Snyder

SECONDARY CLUSTER 9-12
TRADITION/CHANGE

How and why do Americans attempt to keep the myth of the West alive?

How important are past events in our future lives?

Is change inevitable?

Are there any constants in life?

How did change affect individuals in the West?

How did various groups in the West adapt to change?

SOCIAL CONTRACTS

Was the Code of the West a myth or reality?

How did law develop in the West?

How are individualism and the common good demonstrated in the West?

CITIZENSHIP

What are rights and responsibilities of citizens in the West?

Do Westerners have a different view of the role of government than the rest of the country?

What values are important to Western citizens?

What are some of the continuing conflicts of values among various groups in the West?

POLITICAL/ECONOMIC

Is vigilantism ever justified?

Do individuals have the right to take the law into their own hands?

What role did business/industry play in settling the West?

How have natural resources influenced politics in the West?

What has been the impact of the conflicts between multiple use of the land and special interest groups?

What has been the role of government in this conflict?

What have been the costs of preservation, use of the land and progress?

BEST COPY AVAILABLE

SECONDARY CLUSTER 9-12
TECHNOLOGY

What are some effects of technology in the West?

What does technology hold for the future?

What do the impact of technological and nontechnological societies have on each other?

What has been the impact of technology on individualism?

SPACE, PLACE, AND MOVEMENT

How has geography influenced culture in the trans-Mississippi West?

What is the difference between urban interests v. rural interests in the West?

How did the vastness of the West intrigue newcomers?

GLOBAL PERSPECTIVES

What is a frontier?

How did migrating Europeans in America meeting indigenous people compare to migration patterns in other countries (examples: South Africa; Australia; Canada)?

How has Manifest Destiny affected the quest for empire?

What is the role of democracy as an instrument of change in the world arena?

INTERDEPENDENCE

How have groups in the West been interdependent?

What did peace mean to various societies in the West?

Is it possible for an individual to be independent in the West?

How have various groups disrupted the peace?

Is the individual pursuit of rights and civil liberties in the West different from other regions?

How we serve those in need of care . . . says a lot about the values of a society.

—Bill Moyers

Day One

Ask students to list outlaws. The teacher writes the names on the board. Names usually include Billy the Kid, Josey Wales, Jesse James, and so on. Rarely is there a ficticious name. Then ask students to list the "good guys" or the sheriffs. Clint Eastwood, Hopalong Cassidy, John Wayne and other movie stars dominate. Rarely, does a historical figure get mentioned. This can lead to an interesting discussion about perceptions of the West. How can students determine fact from fiction? Why are bad men remembered and the good guys forgotten? Indeed, why are there so few women outlaws? Reading might include: Poe, "The Death of Billy the Kid" and Utley, "Who was Billy the Kid?"

Day Two

Most students have some sort of view about Billy the Kid. Often, (and somewhat reinforced by Poe) he is seen as a Robin Hood who helps the poor at the expense of the rich. The movie *Young Guns* fosters this same image.

Utley, however, explodes the myth in his article. A comparison of his view with the myth brings a realization to the students of the impact of big business and corruption on the frontier.

Day Three

Watch movie, The Legendary West. Discuss why Hollywood has portrayed the West in the way it has. What is the influence today?

> *Up here, the wind blows*
> *so hard we get white caps*
> *in the toilet bowl.*
> *—A.B. Guthrie*

Day Four

Discuss article that describes modern day outlaw Claude Dallas. In the early 1980s Dallas shot and killed two Idaho Fish and Game wardens. Prendergast gives an objective background to Dallas's life and the gunfight. Compare Dallas to Billy the Kid. Dallas saw himself as a modern mountain man who could live off the land and not be responsible to anyone. This can lead to a discussion of individual rights and the role of society.

Day Five—Assessment

Option One

Read Mark Twain's story of Slade (also see Dimsdale's version). Is he a bad man or

BEST COPY AVAILABLE

a good man? Is he guilty? How does he compare to Billy the Kid? Did he deserve to hang? What does this say about justice on the frontier? Was it fair?

Have students run a mock trial trying to put in perspective what they have read and discussed during the week (see attached sheet for outline of the trial). Each is then responsible for writing a summary of his or her role.

Option Two

Read the script "A Gunfight," which does not have a defined ending. Ask the students to end the story with a realistic ending that takes into account what they have learned about gunfighters and what really happened on the frontier.

Option Three

Examine Russell's painting, *The Death of a Gambler.* Ask the students to respond to his portrayal of a gunfight. Could be oral or written.

Option Four

See attached essay test.

Material selected works on multiple levels and could be used at different times in an American history course. The non- fiction selections provide a realistic portrayal of the outlaw era, while the fiction (including the movies, paintings and songs) often makes more of a statement about the period in which it was created. High Noon, for example, takes aim at the McCarthy hearings of the 1950s.

Possible resource materials include:

Films:

Kramer, Stanley (producer). *High Noon.* Los Angeles: Nostalgia Merchant, 1978. Videorecording.

Monte Walsh. CBS Theatrical Films. Farmington Hills, MI: CBS/Fox Video, 1985. Videorecording.

Young Guns. Morgan Creek Production of a Christopher Cain Film; written by John Fusco. Stamford, CT: Vestron Video, 1988. Videorecording.

The Legendary West: How Movie Makers and Pulp Magazines Glamourized the Old West. Republic Pictures, Executive Producer Ray Hubbard, 1986.

SECONDARY CLUSTER—SAMPLE UNIT

Readings:

Fiction

Crane, Stephen. *The Bride Comes to Yellow Sky.* Mankato, MN: Creative Education, 1982.

Johnson, Dorothy. "The Man Who Shot Liberty Valance." In *A man called horse* by Dorothy Johnson. New York: Ballatine Books, a Random House Division, 1968.

Johnson, Dorothy. "Prairie Kid." In *A man called horse* by Dorothy Johnson. New York: Ballatine Books, a Random House Division, 1968.

Johnson, Dorothy. "Laugh in the Face of Danger." In *A man called horse* by Dorothy Johnson. New York: Ballatine Books, a Random House Division, 1968.

Non-Fiction

Poe, John William. *The Death of Billy the Kid.* Boston, New York: Houghton Mifflin, 1933.

Utley, Robert Marshall. *Billy the Kid/A Short and Violent Life.* Lincoln, NE:University of Nebraska Press, 1989.

Steckmesser, Kent Ladd. *The Western Hero in History and Legend.* Norman, OK: University of Oklahoma Press, 1965.

Drama

Dimsdale, Thos J. (Thomas Josiah). *The Vigilantes of Montana.* Ann Arbor, MI: University Microfilms, 1966.

Dykstra, Robert R. *The Cattle Towns.* New York: Knopf, 1968.

Looking Far West/The Search for the American West in History, Myth, and Literature, edited by Frank Bergon and Zeese Papanikolas. New York: American Library, 1978.

Callaway, Llewellyn Link. *Montana's Righteous Hangmen/The Vigilantes in Action,* edited by Lew L. Callaway, Jr. Norman, OK: University of Oklahoma Press, 1982.

Rosa, Joseph G. *The West of Wild Bill Hickok.* Norman, OK: University of Oklahoma Press, 1982.

Billington, Ray Allen. *Westward Expansion.* New York: Macmillan, 1949.

> *It was the pioneer homemaker and the pioneer teacher who . . . exerted a more lasting influence than was realized at the time.*
>
> *—Lucia A. Darling*

ADDITIONAL SUGGESTED DISCUSSION POINTS:

1. Define the West.
2. Define outlaw. Define the opposite.

3. Why do we romanticize outlaws? Why do movies feature them?
4. How do they symbolize the West?
5. How does Billy the Kid become bad?
6. Why does Billy fight?
7. What is the role of the government with Billy the Kid?
8. How much violence did the frontier have?
9. Was Slade typical?
10. Did Slade deserve death at the hands of the vigilantes?
11. What role did vigilantes themselves play in Montana and the West?
12. What was the role of government at that time?
13. What is justice?
14. What role does society play in determining rights?
15. Is there a myth of the American West?

The Slade Case: A Mock Trial

Joseph A. Slade was a romantic figure in the West during the mid-nineteenth century. Who was the true Slade? Was he a drunken slob who terrorized shopkeepers or was he a genteel gentleman who ranched outside of Virginia City? Your task is to answer these questions.

Cast of characters: (may be adjusted to meet class size)

J.A. Slade	The leader
Mary Slade	Wife of J.A. Slade
Sheriff J.M. Fox	Slade's friends
Judge Davis	Members of the community
A friend of Jules	Mr. Pfouts
Defense Attorney	Mr. Russell
Prosecuting Attorney	Mr. Dorris
Vigilantes	

SECONDARY CLUSTER—SAMPLE UNIT

Vigilantes hanged Slade without allowing him the luxury of a court trial. This activity will simulate the trial that never took place.

The court case will take approximately two days. All statements must be in the hands of the teacher by the end of the trial. All participants must provide at least a one paragraph statement.

Requirements:

Witness: A statement that describes the relationship with Slade and at least one observation of his behavior.

Defense Attorney(s): A statement that summarizes your interviews of those who will testify for Slade.

Prosecuting Attorney(s): A statement that summarizes the interviews of those who will testify against Slade.

Judge: A statement that summarizes the charges and the evidence against Slade.

Jury Members: A statement that explains your vote. Why did you vote for or against the accused? What evidence convinced you?

Sample questions to ask a witness:

- Where did you see Slade?
- What were his actions at that time?
- Was the shooting provoked?
- What did Slade say?
- Where did this event take place?
- What weapons were used?

Suggestions:

Defense: portray him as a loving, law-abiding husband and father who worked hard, enjoyed his family and his job.

Prosecution: portray him as a ruthless, sadistic butcher who enjoyed wreaking mayhem on defenseless citizens.

BEST COPY AVAILABLE

The final judgment:

A short, barebones only paragraph will merit 50 points. The more descriptive can earn up to 75 points. In addition, those roles that demand more work, i.e., the attorneys and judges, are entitled to more points.

High Noon: Using Media

"High Noon" is a classic western, but it also portrays the way communities and nations can decay into nothing if citizens refuse to become involved. A gunfighter is out for revenge on the sheriff who put him in jail. Should the sheriff leave or stay and fight? Complicating matters is that Will Kane, the sheriff, has married a Quaker woman who espouses non-violence.

1. Who does Will Kane marry? How does this influence him to leave town?
2. Why does Kane turn the wagon around and come back?
3. What does Frank Miller want?
4. Explain the Judge's quote: "...dirty little village in the middle of nowhere." What does he mean about Hadleyville?
5. Compare at least three aspects of the community to whom Kane turns for help. How do they respond? (You might compare the men in the bar with the men in the church.)
6. Helen Ramirez says that Kane is a man and Harvey Pell is not. Why?
7. Who does Kane have a fistfight with in the stable? Why?
8. What is the last scene of the movie? Why does Kane not say anything?
9. Compare the theme of the movie with the McCarthy era of witch-hunts during the 1950s. If you do not know about the '50s, feel free to do some quick library research.

1. Either by yourself or in a small group (limit 5) offer a different solution to the movie. Focus on one of the groups (Amy Kane, the church members, the former sheriff, the desk clerk, the guys in the bar, the deputy sheriff, the former sheriff, Kane's former girlfriend). What could they (he or she) have done differently than Kane?

   You may write a short essay or do a skit for the class.

2. Do a modern version of the play. What are some local, national or world examples of people not getting involved?

3. Explain the role of the police. Was Kane right to seek help? Devise a skit or essay showing how the police work within a community.

4. How does a community handle a gang of outlaws or any criminals? Illustrate some solutions. Are vigilantes the answer or only another problem?

   Feel free to devise your own project illustrating a part of the movie.

> *Our writers are no longer paying much attention to the old hide-bound mythology of the Western; they are writing from their own experiences, discovering and defining their own demons and battles, engaged in the constant business of the artist—renaming the sacred.*
>
> —*William Kittredge*

BEST COPY AVAILABLE

Applying the Principles: The Model in Action

One of the main tenets presented in this model curriculum guide is the belief that a seamless K-12 curriculum is fundamental to an accurate and comprehensive social studies program. To that end, it is necessary for K-12 teachers and students, where appropriate, to discuss what is essential to know and do in social studies education.

Using the 14 model learner goals identified in this section on pages 5 and 6 as departure points, teachers and students are able to map their social studies program from kindergarten through graduation. The following two examples may be the result of such discussions.

—EXAMPLE 1—

K-12 Model Learner Goal: *Demonstrate a knowledge of our cultural heritage as well as other cultures in the world.*

Curriculum Theme and Focus: *Cultural Heritage*

• PRIMARY CLUSTER K-2 • **Model Learner Goals**	**Concepts**	
Who am I? Who are we? Where do we live? Why do we live here? How and when did we come to this place? What work do we do? How do we rely on each other? What is our relationship to the environment? What are our basic needs? __________________________ __________________________ __________________________	*Alikeness* *Differentness* *Principles* *Values* *Culture* *Ethnicity* *Cooperation* *Needs* *Rules* *Family* *Workers* *Resources* *Landscape* *Mountains* *Region*	*Rivers* *Climate* *Seasons* *Customs* *Calendar* *Time* *Settlements* *Hunting* *Fishing* *Planting* *Map* *Globe* __________ __________ __________
• INTERMEDIATE CLUSTER 3-5 • **Model Learner Goals**	**Concepts**	
What are some examples of the contributions of ethnic and cultural groups in our state? How do communities help people meet their basic needs? How has the past shaped our traditions, customs, heritage, attitudes and values? What might our community and state look like in the future? How has technology helped to change us? __________________________ __________________________ __________________________	*Governor* *Legislators* *Mayor* *City council* *Legislature* *Congress* *Senators* *Representatives* *Public policy* *Citizen* *Citizenship* *Beliefs* *Cooperation* *Conflict* *Conflict resolution* __________ __________	

BEST COPY AVAILABLE

• MIDDLE SCHOOL CLUSTER 6-8 • **Model Learner Goals**	**Concepts**	
What is culture? How are cultural regions in Montana similar and different? What values are important to our culture? What relationship exists between Montana and other areas of the United States? The world? How does environment affect culture? How does culture affect environment? ________ ________ ________	*Culture* *Heritage* *Diversity* *Regions* *Environment* *Resources—Renewable nonrenewable* *Value* *Democracy* *Justice* *Citizenship*	*Ethics* *Conflict/conflict resolution* *Indigenous people* ________ ________ ________
• SECONDARY CLUSTER 9-12 • **Model Learner Goals**	**Concepts**	
What are some important values that people in Montana, the United States and various other nations and cultures throughout the world hold? How have cultural differences led to conflict? How have such conflicts been resolved? How might we resolve conflicts today? How does geographic place influence culture? How do environmental issues affect us all? ________ ________ ________	*Values conflict* *Religious freedom* *Laws & legal system* *Ethnocentrism* *Cultural exchange* *Cultural identity* *Social class* *Assimilation* *Migration* *Indigenous people* *Conservation* *Erosion* *Patriotism*	*Farming/ ranching practices* *Overpopulation* *Environment* *Wilderness* *Compromise* *Lifestyles* *Art* *Oral tradition* ________ ________ ________

Our real wealth—in addition to the character, quality, and health of our people—is in the abundance and variety of our natural resources.

—Lee Metcalf

—EXAMPLE 2—

K-12 Model Learner Goal: *Explain the process and dynamics of social and political decision making through the demonstration of effective citizenship skills.*

Curriculum Theme and Focus: *Citizenship*

• *PRIMARY CLUSTER K-2* • **Model Learner Goals**	**Concepts**
How do people in my community depend on one another? What are my responsibilities at home, at school, in the community? Why do we need rules at home, at school, and in the community? What is a good citizen and how can I be one? ______ ______ ______	*Workers* *Mayor* *City council* *Rules* *Responsibilities/ rights* *Transportation* *Resources* *Fairness* *Choice* *Cause* *Effect* *Cooperation* *Taxes* *Community* ______ ______ ______
• *INTERMEDIATE CLUSTER 3-5* • **Model Learner Goals**	**Concepts**
Who are the leaders of our community, state, and nation? What are their roles? What are some characteristics of a "good" community? A "good" citizen? What action can be taken to bring about changes for improving this community and state? ______ ______ ______	*Governor* *Legislators* *Mayor* *City council* *Legislature* *Congress* *Senators* *Representatives* *Public policy* *Citizen* *Citizenship* *Beliefs* *Cooperation* *Conflict* *Conflict resolution* ______ ______

[illegible]	[illegible]	
What is the nature of our democratic government at the local, state, and national levels? What are the key features of our government? Historically, how have people disagreed with their government? ____________________________ ____________________________ ____________________________	*Concepts* *Institutions* *Political systems* *Branches of government* *Separation of powers* *Legal system* *Policy* *Decision making* *Social action* *Civic participation*	*Rights/ responsibilities* *Revolution* *Civic unrest* *Nonviolence* _________ _________ _________
[illegible]	[illegible]	
What is the significance of the separation of powers within the government and the balance of power in society as the two principles central to American Constitutional democracy? How do citizens participate in the political process? How are societies interdependent? ____________________________ ____________________________ ____________________________	*Principles of American Constitutional democracy* *Separation of powers within government* *Balance of power in society* *Republic* *Law* *Rights/responsibilities*	*Constitution* *Socialization* *Social criticism* *Patriotism* *Nationalism* _________ _________ _________

> *Listen. In that tree is the lodge of the Chickadee. He is least in strength but strongest of mind among his kind. He is willing to work for wisdom. The Chickadee-person is a good listener. Nothing escapes his ears . . . He gains success and avoids failure by learning how others succeeded or failed . . . There is scarcely a lodge he does not visit, hardly a Person he does not know, yet everybody likes him . . . Develop your body, but do not neglect your mind. It is the mind that leads . . . to power, not the strength of body.*
>
> *—Chief Plenty Coups*

BEST COPY AVAILABLE

SECTION 2—Montana: Past, Present, Future

Montana: The Setting

Montana: The People

Montana: The Curriculum

K-12 Model Learner Goals: Montana

Sample Guidelines for Teaching About Ethnic Populations:
Example—American Indians

Missouri River Headwaters:
Sample K-12 Units

Montana: Past, Present, Future

What should we teach our young people about Montana and the regions in which Montana is placed? At which grade/cluster level should we teach the specifics of Montana, for example, history, geography, culture, people, future issues, expression? How can we guard against the problems of duplication and redundancy in the K-12 Montana curriculum? What shall the curriculum include and exclude? How can teachers best integrate the study of Montana into the social studies and other program areas? What do we as Montanans need to know about ourselves and others? How can we assist young people in making sense of that vast knowledge base they must understand, organize, and use to be effective citizens?

These are some of the questions a curriculum committee will ask as it develops a K-12 Montana program of study. It is the responsibility of the local district to envision the present and future needs of its youth, to establish meaningful learner goals, and to ensure that the learning process enables the achievement of those goals. As the curriculum committee works to delineate the social studies curriculum, discussions must include Montana studies, a K-12 program. The study of Montana is an essential element to each student's knowing of self, place, and context. The ever-present questions of the social studies model curriculum also apply to the teaching of Montana: "Why?," "Why here?," "Why now?," and "Why not?"

Montana: The Setting

Eventually, all things merge into one, and a river runs through it.
—Norman McClean

The word "Montana" derives from a Spanish term meaning "mountainous." The state often has been called the "Treasure State," the "Land of Shining Mountains," and the "Big Sky Country." Montana is the fourth largest state in the Union (following Alaska, Texas, and California), comprising 147,138 sq. mi. (381,086 sq. km.) or 94,168,320 acres—a total that includes 1,551 sq. mi. (4,017 sq. km.) of inland water surface.

Montana straddles two physiographic regions. Its eastern two-thirds lie in the northern Great Plains—characterized by generally treeless, gently rolling terrain broken by buttes, tree-bordered streams, and small isolated mountain ranges. Its western one-third lies in the northern Rocky Mountains—characterized by the Continental Divide, heavily forested mountain ranges, and interspersed river valleys. The highest point in the state is Granite Peak, 12,799 ft. (3,901 m.), situated near the Wyoming border. The lowest point, 1,800 ft (549 m.), is located where the Kootenai River crosses the Idaho state line.

Sources for three major watersheds rise in Montana: the Columbia River, flowing west into the Pacific Ocean; the Missouri-Mississippi rivers, running east and south to the Gulf of Mexico; and the Saskatchewan-Nelson drainage, flowing northeast to Hudson Bay. Triple Divide Peak, from which slope waters flow in all three directions, is located in Glacier National Park.

The largest natural body of water in Montana is Flathead Lake, with 189 sq. mi. (490 sq. km.) of surface. The largest artificial lake is the reservoir created by Fort Peck Dam, with a surface of 383 sq. mi. (992 sq. km.). The state's 25 major dams (and thousands of small ones) provide electricity, irrigation, flood control and recreation. The federal government owns and administers about 30 percent of the land in Montana.

Walter 1990

Montana: The People

The Montana society is comprised of groups of people who contribute historically differing legacies. A major element of the culbural diversity of groups of people are distinctions of ethnicity.

What is ethnicity? Why is it important? How does it affect us? What is ethnicity in Montana, in the world and in our lives?

First, let's talk about the word "ethnicity." If we synthesize a multitude of dictionary definitions, we learn that the word ethnicity denotes "characteristics of groups of people who hold common and distinctive traits such as language, religion, ancestral heritage and customs." If we add to that definition an understanding that the conditions which affect life are everchanging, and the forces of nature are continually transforming, we can assume that the traits which define the ethnicity of a particular group are not static and are subject to change. What defines a group of people will change over time just as groups of people change.

Ethnicity Changes Over Time

Although ethnicity changes over time, the traits that define a group of people, generally speaking, have maintained certain cohesive qualities over time. Those particular qualities give form to the identity of a group of people. Traits and qualities allow us to describe a group of people has having distinctions from other groups of people. Basically, it is the traditional elements of life which comprise the ethnic identity of people. Tradition is found in such areas as craft, technical skill, music, dance, ritual celebration, constuming, foodways, child rearing, and medicine. Because the ethnicity of people develops and changes over time, we can say it has historical roots, but it also exists in the present. We all hold ethnicity in our lives, and all belong to ethnic groups of people.

When we say German/Russian, Norwegian, Chippewa/Cree, Finn, Irish, Gros Ventre, Blackfeet, or Croatian, those words refer to ethnic distinctions. Each of those words conjures up images and a whole set of identifiers which makes the meaning of one different from the others. Those distinctions are the elements of ethnicity. We know intuitively that there are differences. We are raised in families where we are taught that we are of a certain group of people or we are a mixture of different groups of people. Perhaps, though, we might not understand how these differences relate to our world.

How Does Ethnicity Come About?

How does ethnicity come about? And what are those traditional aspects of people's lives that we can look for to describe those distinctions between groups of people? The answers are found in the history of how people have lived and shared the experience of their lives.

Generally speaking, in the past people moved around much less frequently than they do now. Tribes, villages, fiefdoms, kingdoms, provinces, and countries remained intact and separate from other areas. This occurred because of the determinants of the geography of a certain area, coupled with the way people survived on the land. Because the earth holds many different kinds of environments, the ways people learned to survive in one area were different from other areas. Successful adaptations to a certain environment evolved into traditional behaviors, or accepted ways of doing things, that were done the same over and over, generation after generation. The ways people learned to make tools, hunt, farm, make clothes, and build homes in one place became different than those same pursuits in other places. Although all people are faced with the same problems of providing food, shelter and clothing, the solutions to the same problems differed depending on the ingenuity of a particular people along with the environment, climate, and resources of a given place on earth. For example, the way we hay in Montana is very different from the way hay is put up in Argentina or China. The way we tend cattle here differs from the way it is done in Uganda or India. These differences exhibit ethnic distinctions.

"Worldview" and Ethnicity

There is another crucial element which comprises the ethnicity of groups of people, and that is "worldview." By worldview, we mean the way people make sense and find meaning in existence. Worldview refers to what people believe to be true and what is held to be commonly acceptable behavior.

Worldview evolves from successful adaptation to an environment by a group of people. If something works, it is believed to be "true." Social structure is a manifestation of worldview. The way groups of people organize their efforts to accomplish the tasks of feeding, sheltering, and clothing themselves is the way they build a social structure.

Fundamentally, social structures are based on intangibles in life such as values, desires, ethics, morality and aesthetics. These intangibles give rise to institutions (which are social structures that become traditions, in that they have persisted over time) such as religions, systems of law, education, arts, and commerce. People throughout the world have found very different ways to express their faith; different ways to determine acceptable rules of social order; and different ways we teach our children skills, along with the values, ethics, and other intangibles we feel are important to perpetuate our societies. So, too, there are differences everywhere in the way people conduct business and embellish their lives through the arts. All of the distinctions, which comprise the diversity of answers by which people have solved the problems of surviving on earth, are distinctions of ethnicity.

We see ethnicity in daily life in the language we share, the faith we share, the style of homes we live in, the kinds of foods we eat and how we prepare them, the clothing we wear, the way we celebrate occasions in the cycle of life, the ways we organize our government, the kinds of occupations we are involved in, the kinds of tools we use, how we keep our homes, and more.

You don't do the right thing because of the consequences. If you are wise, you do it regardless of the consequences.
—Jeannette Rankin

Ethnic Influences Today

Other factors to take into account when thinking of ethnicity are the immense growth of the human population in a relatively short period of time, and the fact that people now move from one geographic location to another more frequently than ever before. As a result of those factors, people are exposed to other ways of making sense of the world as never before. There is no group in the world that remains totally isolated from the rest of the world. Indeed, the whole concept of what constitutes ethnicity is changing now that we live in a global society, integrally connected to all peoples through electronic communications and world trade. So what we now have is a heritage of ethnic identity which we bring to the current conditions of the global society.

Ethnicity and Montana

AMERICAN INDIANS

American Indians have been in this land for thousands of years. Different groups of American Indians have come and gone over the years. Evidence of people living in what is now Montana dates back more than 15,000 years. At the time of the first documented contact by Europeans in 1738 (the French explorer LaVerendrye), there were Assiniboine, Cree, Blackfeet, Lakota, Cheyenne, Arapahoe, Shoshoni, Mandan, Hidatsa, Arikara, Gros Ventre, Salish, Pend d'Oreille, Kootenai, and Crow people living here. Each group was a fully developed society, and while all were American Indian, each had distinct ethnic characteristics specific to them. They clothed themselves differently, and had separate languages, celebrations, ceremonies, and family structures.

> *We all live under the same sky, but we don't have the same horizon.*
> *—Konrad Adenauer*

Today, the American Indians who live in Montana are Chippewa/Cree, Dakota/Lakota, Salish/Pend d'Oreille, Kootenai, Blackfeet, Gros Ventre, Assiniboine, Cheyenne, and Crow. As tribes, the Shoshoni, Arapahoe, Mandan, Hidatsa, and Arikara are no longer here.

When Europeans first started coming to this area in the mid-1700s, they came with the fur trade and were almost entirely either French, Scottish, Irish, and English descent.

These people found themselves living in the same land, surviving in much the same way as the American Indians, based on the shared economics of the fur trade. Indians and European Americans shared survival techniques. They also came to share many attributes of ethnicity. This occurred to the point where a whole new group of people was created out of the actual intermarriages between Indians and European Americans. This new ethnic group of people came to be called Metis, a French word that means "mixed blood." Their customs were a blending of the best of both worlds. This new ethnic group of people founded the town of Lewistown. Many of their descendents live in Helena, Great Falls, and Choteau, as well as reservations and communities throughout Montana.

IMMIGRANT GROUPS

The system of commerce and government that controled the fur trade and later the mining interests in Montana was basically a British system. Indeed, the commerce and government of the whole United States was fundamentally British. As the fur trade ended and mining became pre-eminent, and the land was opened up to immigration, the structure that the newcomers from all different ethnic groups entered was the structure which was set up by the English-speaking people. So immediately upon arrival, the new immigrant's ethnicity was altered by the influences of a new social order on a new geography with a whole new set of circumstances as to how to survive.

Right away, much of the ethnic heritage of these new Montanans became obsolete. Any time people start from scratch in a new place, their energies are spent acclimating to what works in the new environment. Many ethnic occupational skills and customs soon died out because there was no appropriate use for them. Ethnic costumes soon disappeared and everyone dressed alike, except for celebratory occasions.

Suddenly, groups of people that had remained cohesive and isolated for centuries in their ethnic homelands were now living with neighbors from around the world. Two forces immediately came to play: first, people conformed to the new way in order to survive; second, people held on to old ways in order to maintain social stability. The society that we have in Montana today is a result of the interplay between those two factors.

Montana is an interesting place ethnically because this land was part of the last area settled by Europeans in completing the migration to the Western Hemisphere which began with Columbus. The Europeans who settled here were some of the last pioneers of the American experience. Because this happened so recently, from the mid-19th into the early 20th dentury, the memory of the ethnic past of Montanans is closer to the present than in many other areas of North America.

Also, because Montana is such a large land area, and because it is relatively isolated from the main population centers and has such a small population, people have tended to band together in small cohesive communities. When people settled here, like kind settled with like kind. Thus, we have Norwegian areas, German-Russian areas, Scottish areas, and so on. Once again, because of the recent settling, strength of ethnic heritage exists here as in few other places in the nation.

Strength of ethnic heritage exists here like few other places in the country.
—Nicholas Vrooman

As an example, Montanans of Norwegian heritage retain the Norwegian language to a higher degree than the Norwegians in Wisconsin who settled in the 1850s. The mother tongues of many groups were widely used in church services up until the 1950s and 1960s. Even today, one can walk the streets of such towns as Plentywood, Glendive, Wolf Point, Browning, and Anaconda and hear Norwegian, German, Metis (or Michif), Blackfeet, and Croation, respectively.

Although everyone in America must relate, to a certain degree, to the core "American" culture, we, in Montana, persist in celebrating the ethnic heritage of our people. From the special foods we have at family gatherings, the songs we sing at celebrations, and the ceremonies we participate in, ethnicity in Montana thrives. From the Nordicfest in Libby to the Crow Fair at Crow Agency, and like community festivals throughout the state, we dress and speak and act the parts of our ethnicity. We tell our children where we come from and we reaffirm, for ourselves, our place in history through our ethnic identification.

Global Culture and Regional Ethnicity

There is a very new way of understanding ethnicity now, especially in light of global culture. The Norwegians who are in Montana are very different from Norwegians in Wisconsin or Norway. The German, Croat or Scot is very different here than in Europe. What is the difference? It's more than being Norwegian American or German-Russian American and so on. Here we share the Northern Plains and the Rocky Mountains as critical elements of our contemporary identity, mixed with a heritage from a diversity of historical backgrounds. We all have more similarities in contemporary life than differences of our pasts. Perhaps we might consider ourselves Northern Plains Norwegian American or Rocky Mountain Irish American. Or, perhaps, ethnically we might now be considered "Northern Plains" or "Northern Rockies" among Americans.

The point is that when a group of people comes to hold more aspects of their lives in common than there are differences, they become a new group of people. This is the case with the society in Montana. The determinants of the land and the options for survival have given rise to a new regional ethnicity. In the case of Montana, with its two very distinct geographies, two new regional ethnicities have risen.

As this process is at work the world over, we see a transformation of the world population, where new boundaries are being formed and new definitions are being understood as to the identity of the family of all people. The new distinctions that are evolving express nature's tendency to create and re-establish stability through diversity. We in Montana are composed of many ancient ethnic groups, though we now comprise two new ethnic groups, the Northern Plains and Northern Rockies, which are but two of many new ethnic groups forming in the world today.

Vrooman 1992

Montana: The Curriculum

The following sample topics and model learner goals will be helpful in planning and organizing the content, thinking, attitudes and values, and skills necessary in the study of Montana in the K-12 social studies program at each grade/cluster.

Sample Topics for Study: Montana	
• Primary Cluster (K-2) •	• Intermediate Cluster (3-5) •
• Geographical Setting • Transportation • Occupations • Cultural Groups • Local/Community History ______________ ______________	• First Inhabitants • Explorers/Trappers/Missionaries • Gold Frontier • Homesteading on the Prairie/in the Woods • Geographical Setting • Statehood • Urbanization ______________ ______________
• Middle School Cluster (6-8) •	• Secondary Cluster (9-12) •
• Montana Territorial Politics • Displacement of Indigenous People • Homestead Act • Mining Frontier • Drought/Depression • Montana Government • Transportation/Distribution ______________ ______________	• Twentieth Century Montana • Economy • Politics • Wilderness/Environment • Post Viet Nam Era • Social/Cultural Profile • Technological Changes ______________ ______________

Keeper of sacred ground,
born Metis is the aspen,
pushed down the South Fork
to jackpine flats with your people,
your wagon rumbles up this canyon
each morning of my life. Your eyes
bring back white goats to the face
of Wind Mountain. I see you driving
to Green Gulch, to the Headwaters,
hollowed to the reins in your hand.

—*Ripley Schemm Hugo*

K-12 Model Learner Goals: Montana

Broad-focus questions representing the ten themes are used to organize the Montana curriculum content, skills, attitudes and values, and thinking for the K-12 grade/ cluster levels.As stated in an earlier portion of this section, the learner goals ought to be founded in the values and specific expectations of the local school district, community, students, and parents.

• ***PRIMARY CLUSTER K-2*** • **Model Learner Goals/Thematic Questions**	**Concepts**	
CULTURAL HERITAGE What can I learn about myself when learning about other people in my community/state? What can music, art stories, and games teach me about my community/state? How did people live, work, travel and communicate in my community/state long ago? Who are the people in my neighborhood/community/state? How did this community/state begin? Why here? Why then? ______	*Culture* *Diversity* *Community* *Customs* *American Indian* *Explorers* *Missionaries* *Transportation* *Worship*	*Language* *Communication* *Hutterites* ______ ______ ______
SOCIAL HISTORY What can art, music, stories, and games from the past and present teach me about myself? Others? What are the stories of my community/state? ______	*Oral history* *Customs* *Cultural group* *Group history* ______ ______ ______	
TRADITION AND CHANGE What different traditions does my community have? How has my community/state/country changed through time? ______	*Tradition* *Change* *Continuity* *Values* *Awareness* *Differences* *Similarities*	*Holiday* *Custom* *Pluralism* *Beliefs* ______ ______ ______
SOCIAL CONTRACTS What is expected of me? How am I a friend with people who are different from me? ______	*Friendship* *Cooperation* *Agreement* *Conflict* *Conflict resolution* *Understanding*	*Respect* *Rules* ______ ______ ______
CITIZENSHIP What is a good citizen of my community/state? ______	*Rights* *Responsibilities* *Leadership* ______ ______ ______	

BEST COPY AVAILABLE

• *PRIMARY CLUSTER K-2* • Model Learner Goals/Thematic Questions	Concepts	
POLITICAL/ECONOMIC Why do we need rules? What rules does my community have and why? Who makes the rules? What are my basic needs? What goods and services does my community offer? How do the people of my community and state live and work? ______	*Protection* *Rules* *Goods* *Services* *Basic needs* *Decision making* *Fairness* *Laws* *Election*	*Voting* *Workers* *Mayor* *Courts* *Government* ______ ______ ______
TECHNOLOGY How has technology changed my life from the way my parents and grandparents lived? ______	*Computers* *Computer networks* *Technology* *Communication*	______ ______ ______
SPACE, PLACE, AND MOVEMENT How do I find my way around my neighborhood, community, and state? How would I describe the landscape of my community? How can graphs, maps, and other visual information teach me about my community/state? How has my community changed over time? ______	*Map* *Globe* *Cardinal directives* *Distance* *Today/tomorrow/yesterday* *State* *Country* *Environment* *Water* *Pollution*	*Resources* *Seasons* *Time* *Calendar* *Location* *Movement* ______ ______ ______
GLOBAL PERSPECTIVE What are some customs and traditions celebrated by communities around the world? How is my home alike/different from other homes in the world? How can we describe families in different countries? ______	*State* *Country* *World* *Global* *Celebrations* *Likenesses* *Differences* *Conflict*	*Cooperation* *Cultural groups* ______ ______ ______
INTERDEPENDENCE How do people in my community and state depend on one another? How can I ensure cooperation in my neighborhood/community/state? How do people help each other? ______	*Independent* *Dependent* *Community* *Cooperation* ______ ______ ______	

Man needs space. He needs elbow room. He needs to be surrounded, when he can, by majesty. By the majesty of the mountains. By the majesty of the rivers. By the majesty of wildlife. These things are part of our heritage and should be preserved.

—A.B. Guthrie

• *INTERMEDIATE CLUSTER 3-5* • **Model Learner Goals/Thematic Questions**	**Concepts**	
CULTURAL HERITAGE Who writes history? How have men and women influenced our history? What are some examples of the contributions of ethnic and cultural groups in our community/state? How has the past shaped our traditions, customs, heritage, attitudes, and values? Who were the first inhabitants? How have rural agricultural communities changed? What is the history of Montana government? ________	*Historian* *Point of view* *Multicultural perspective* *Pluralism* *Local history* *Historiographies* *Indigenous people* *Environment* *Habitats* *Productivity*	*Land use* *Technology* *Specialization* ________ ________ ________
SOCIAL HISTORY What literature, music, art, drama are created and enjoyed by the people of Montana? Who are Montana's heroines and heroes throughout our history? What have they contributed to our state? ________	*Culture* *Lifestyle* *Heritage* *Ceremonies* *Stereotypes* ________ ________ ________	
TRADITION AND CHANGE What beliefs are held and what traditions are practiced by ethnic groups in Montana? What heritage, customs, and traditions have been adopted from the American Indians of Montana? ________	*Beliefs* *Customs* *Cultural exchange* *Cultural identity* *Change* ________ ________ ________	
SOCIAL CONTRACTS How can we overcome negative stereotypes about groups of people? How have conflicts been resolved in local communities? ________	*Agreements* *Stereotypes* *Culture groups* *Rules* *Laws*	*Human behavior* ________ ________ ________
CITIZENSHIP What is my role as a member of my community, state, and nation? What rights and responsibilities as a citizen do I hold? What are some of the changing roles and responsibilities of women and men in our country? Around the world? ________	*Citizen* *Rights* *Responsibilities* *Justice* *Freedom* *Human dignity*	*Civic duty* *Civic participation* ________ ________ ________
POLITICAL/ECONOMIC Why do communities and states have rules? How may rules differ from community to community? State to state? Who are government officials? What jobs do they have? What rights does everyone have by virtue of being human? Why are some members of the community not fairly represented? What products and services does Montana specialize in? ________	*Local & state government* *Mayor* *City Council* *Governor* *Legislator* *Legislative branch* *Executive branch* *Judicial branch* *Trade* *Goods & services* *Economics*	*Specialization* ________ ________ ________

You shouldn't have to tell men why you want to vote. Men don't tell you why they want to vote. They vote because it's right to vote.

—Jeannette Rankin

BEST COPY AVAILABLE

• *INTERMEDIATE CLUSTER 3-5* • **Model Learner Goals/Thematic Questions**	**Concepts**
TECHNOLOGY How has technology changed the lifestyle of the people of Montana? How has technology changed the way we communicate with people in other states or around the world? What might the future of Montana look like? What challenges does Montana face as we get closer to the 21st century? ________	*Tools* *Technology* *Communication* *Interdependence* *Media* *Television* *Telephone* *Transportation* ________ ________ ________
SPACE, PLACE, AND MOVEMENT How have different environments affected the way people live in different regions of the world? Of the state? What are the regions of the world and nation? What are Montana's regions? How have people changed the environment from prehistoric times to present? Where are cities located? Why there? Why do people migrate to different communities? ________	*Boundary (political, natural)* *Forest* *Mountains* *Plains* *Great Northern Plains* *Rocky Mountains* *Climate* *Environment* *Town/City* *Urban /Rural* *Growth* *Interdependence* *Migration* *Region* ________ ________ ________
GLOBAL PERSPECTIVE How does a human group stay together over generations? Why are there different human cultures? ________	*Family* *Kinship* *Regulation of human behavior* *Shared values/symbols* *Geographic limitations* *Self/group identity* *Loyalty* ________ ________ ________
INTERDEPENDENCE What does our community contribute to other communities in the state? In the world? How is Montana linked to the rest of the world? ________	*Cultural groups* *Cultural exchange* *Interaction* *Cooperation* *Work* *Trade* *Economics* ________ ________ ________

Innocence and self-destructiveness converge in today's Big Sky country with its awareness of being the end of tradition, the last best place, a fortress of the mind. Having lost so much, how can we keep what little that is left? This is the unspoken fear behind public policy debate in Montana, from concerns about protecting the wilderness, the water, and the air to promoting free enterprise, economic development, trade and growth.

—Mary Clearman Blew

• *MIDDLE SCHOOL CLUSTER 6-8* • **Model Learner Goals/Thematic Questions**	**Concepts**
CULTURAL HERITAGE To what extent can we find history in our local community? How has the writing of our history changed over the years? How have historians described American Indians and other minorities in the history of Montana? In our country? Would you say that these descriptions are based on fact? Why? Why not? Who were the first inhabitants of Montana? How are we the keepers of our culture? ________	*Frame of reference* *Censorship* *Multi points of view* *Historical sources* *Oral history* *Bias* *Fact/opinion* ________ ________ ________
SOCIAL HISTORY What artifacts might help me understand life in early Montana? How does our Montana society differ from other societies in the country? The world? How have common people shaped the history of Montana? ________	*Media* *Lifestyles* *Customs* *Cultural exchange* *Cultural annihalism* *Diaries* *Journals* *Oral history* *Storytelling* ________ ________ ________
TRADITION AND CHANGE How has Montana and our community changed over time? (Historically, economically, politically, and so on) What challenges does our state face in the coming years? How might Montana and our community respond to these changes? ________	*Continuity* *Change* *Future* *Environment* *Political system* *Economic system* *Social system* *Decision making* ________ ________
SOCIAL CONTRACTS How do leaders in Montana exercise power and authority? How is justice under the law provided in our country? State? How is due process guaranteed? ________	*Laws* *Agreements* *Contracts* *Institutions* *Tribal law* *Social rules* *Social control* *Perceptions* ________ ________ ________
CITIZENSHIP What rights and responsibilities do we as individuals and groups have in our state, country, and in other countries? ________	*Political parties* *Elections* *Human dignity* *Institutions* *Rights* *Responsibilities* *Community service* ________ ________ ________
POLITICAL/ECONOMIC In the early days of Montana territory, how were political and economic problems addressed? How did the American Indians react to European expectations? What is the nature of our democratic government at the local, state, and national levels? What are some key features of our government at each of these levels? How have world regions become increasingly specialized in the production of goods, thereby forming systems of economic networks? How does Montana fit into such networks? Who is responsible for making policy at the local, state, national levels of government? ________	*Political system* *Territorial politics* *Statehood* *Homestead Act* *Conflict* *Treaties* *Unions* *Legislature* *County seats* *Economic system* *Electorates* *Tribal governments* ________ ________ ________

BEST COPY AVAILABLE

• *MIDDLE SCHOOL CLUSTER 6-8* • **Model Learner Goals/Thematic Questions**	**Concepts**	
TECHNOLOGY How has technology influenced our lifestyles, values, and expectations? How might technology shape our lives in the 21st century? How has technology changed the ways the people of Montana view the world and respond to events? ________	*Media* *Worldview* *Occupations* *Communication* *Change* *Computers* *Multimedia*	*Consumer* ________ ________ ________
SPACE, PLACE, MOVEMENT What are the major geographical and cultural regions of the world? Of Montana? What makes these regions similar? Different? ________	*Cultural exchange* *Language* *Lifestyles* *Causality* *Social standards* *Specialization* *Northern Great Plains*	*Northern Rocky Mountains* *Natural resources* *Migration* *Environment* ________ ________ ________
GLOBAL PERSPECTIVE What happens when different groups of people come in contact with each other? How was each group changed? Why did conflicts develop? How are cultures around the globe interrelated? ________	*Interaction* *Competition* *Conflict* *Values* *Accommodation* *Assimilation* *Cooperation*	*Diffusion* *Multiple causes* *Ethocentrism* ________ ________ ________
INTERDEPENDENCE What are the common challenges faced by people around the world? How do the people of Montana depend on people in other parts of the country and around the world? In what ways do the other countries and our country depend on people in Montana? ________	*Trade* *Common Market* *International trade* *Supply and demand* *Competition* *Cooperation* ________ ________ ________	

This seeking after a good place in which to conduct a good life is the most evident pattern in Montana narratives. In this we are together, both natives . . . and those who came from somewhere else . . . All of these stories seem to be focused mainly on naming, one way or another, what they value in the Montana they were born to or found. What we find in these stories, over and over again, is talk of home, lost or sought after, or in some conditional way discovered or rediscovered—the possibility of a coherent life in a last best place.

—William Kittredge

• *SECONDARY CLUSTER 9-12* • **Model Learner Goals/Thematic Questions**	**Concepts**	
CULTURAL HERITAGE How have history and geography influenced Montana culture? What indigenous cultures inhabited the Western Hemisphere before the fifteenth century: What was their way of life? What events lead to the arrival of the European, African, and Asian people to Montana? How did cultural differences lead to conflicts? What patterns of settlement and enculturation are evident in the history of our community? Our state? How are we the keepers of our culture? __________	*Primary & secondary sources* *Chronology* *Research* *Cause and effect* *Continuity & change* *Frames of reference* *Historiography* *Indigenous people* *Conflict* *Settlement* *Homestead Act* *Genocide* ________ ________ ________	
SOCIAL HISTORY What examples of the frontier experience are available in the history of our community? Our state? In our families' histories? What is a Montanan? How do literature, art, music reflect the culture of Montana's historical eras? What role have protest and reform played in shaping the course of Montana's history? __________	*Myth* *Rality* *Cultures in conflict* *Art & literature* *Lifestyles* *Income* *Manifest Destiny* *Exploration* *Settlement & land use* *Expansion* *National character*	*Civil disobedience* *Vigilante* *Sufferage* *Dissent* *Protest* *Unions* *Wobbles* ________ ________ ________
TRADITION AND CHANGE What does the "American Dream" mean to you? Is there really an "American Culture"? How would you describe it? What are the values of Montana cultural groups? How do values play in the process of policy making? __________	*American Dream* *Success* *Status* *Values* *Continuity & change* *Freedom*	*Justice* ________ ________ ________
SOCIAL CONTRACTS How do we provide justice under the law? What are the elements of the Montana justice system? How is due process guaranteed? What are causes of agression? What is the nature of society? How have people created society? Why did Montana establish schools? __________	*Law* *Rights* *Responsibilities* *Conflict resolution* *Due process* *Justice* *Legal system* *Fairness* *Advocate* *Equity* *Tribal law*	*Criminal law* *Society* *School system* *Needs* *Peers* *Institutions* *Common & shared learning* ________ ________ ________
CITIZENSHIP How do Montanan's view their role as citizens? What are the rights and responsibilities of citizens in Montana? __________	*Citizen rights* *Citizen responsibilities* *Social criticism* *Socialization* *Social action*	________ ________ ________
POLITICAL/ECONOMIC What role did business and industry play in settling the West? How have natural resources influenced the politics of the West? What are the key aspects of the Montana state system of democratic government and politics and how are they changing? What has been the impact of the conflicts between multiple use of the land and special interest groups? __________	*Railroads* *Migration* *Conflict* *Land use & ownership* *Religious freedom* *Land ethic* *Supply & demand* *Inflation* *Market price*	*Government regulations* *Balance of trade* *Tribal governments* ________ ________ ________

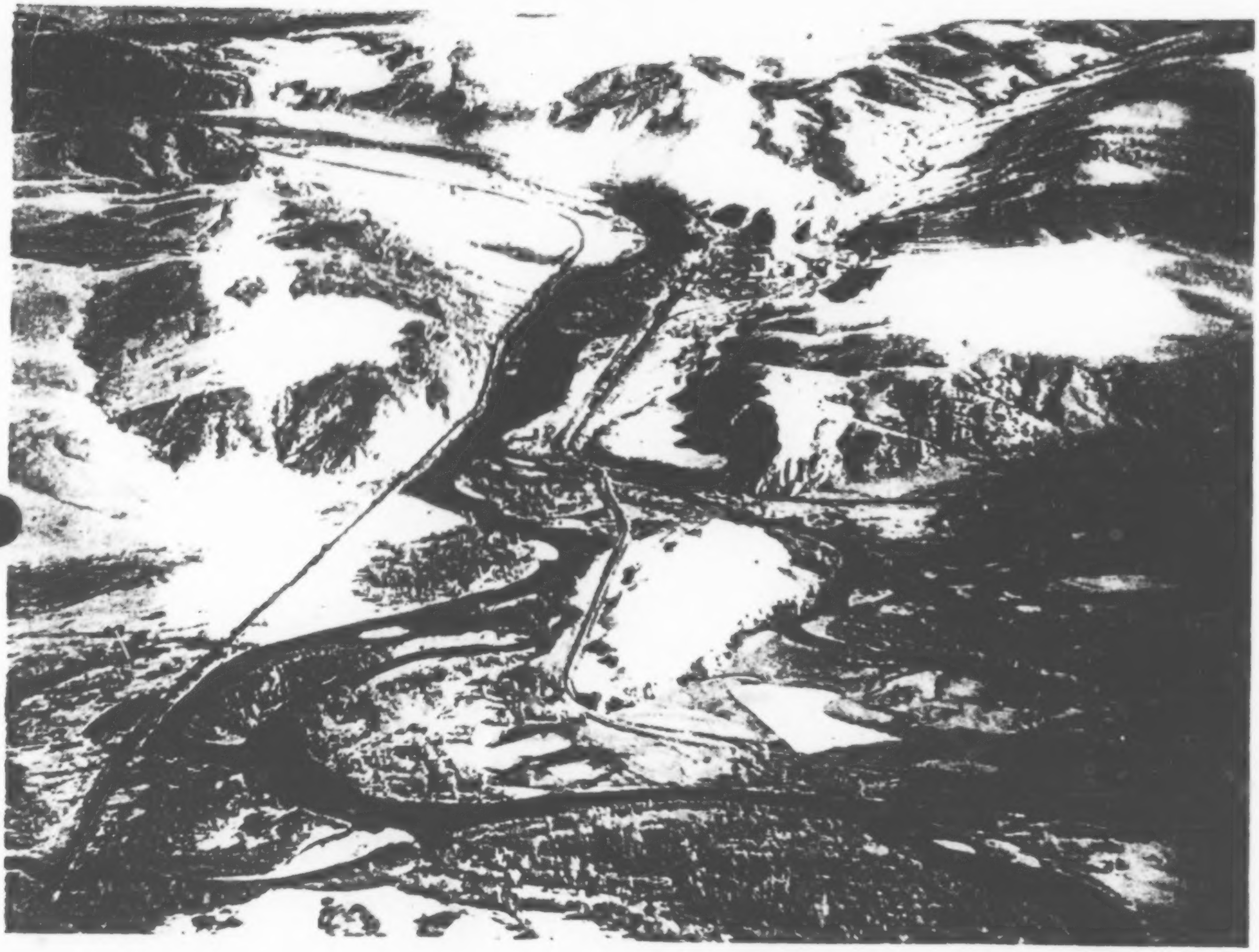
BEST COPY AVAILABLE

• *SECONDARY CLUSTER 9-12* • Model Learner Goals/Thematic Questions	Concepts	
TECHNOLOGY How has technology changed the way we relate to each other and the land? What is the relationship between technology and the types of work people do? What is the relationship between technology and education? Communication? ________	*Technology* *Trade* *Agriculture* *Standard of living* *Industrial Age* *Information Age* *Media* *Television*	*Telephone* *Computers* *Railroads* *Canals* *Environment* ________ ________ ________
SPACE, PLACE, MOVEMENT How do geography, land settlement, cultural conflict, and history interrelate? ________	*Migration* *Urbanism* *Settlement* *Land use ethic*	*Resources—renewable/ nonrenewable* ________ ________ ________
GLOBAL PERSPECTIVE How do environmental issues affect us all? What effect has immigration, minority groups, and ethnic identity had on Montana culture? The world? How is global growth managed? National growth? State growth? What is a frontier? What role does Montana play in U.S. affairs? World affairs? ________	*Environment* *Resources—renewable/ nonrenewable* *Cultural diversity* *Sphere of influence* *International communication* *Trade*	*Futures* *Preservation of culture* *Global society* ________ ________ ________
INTERDEPENDENCE How is global interdependence acted out in conflicts? How have these conflicts affected Montana? How do groups of people depend on one another? ________	*Conflict* *Dominant culture* *Multicultural society* *Environmental damage* *Resource consumption*	________ ________ ________

Our future, and how successful it is, will depend on our ability to plan and implement systems predicated on necessary economic growth and environmental qualities being in harmony and not as either/or discussions.

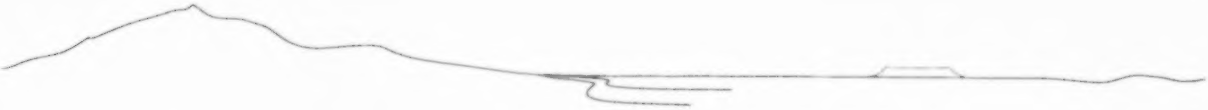
—Gil Lusk

Headwaters of the Missouri River



Montana Heritage Education
A Project Funded by:
Montana Historical Society
Montana Office of Public Instruction
Parks Division of the Montana Department of Fish, Wildlife & Parks
Montana Committee for the Humanities

BEST COPY AVAILABLE



Headwaters of the Missouri River: Sample K-12 Units

Introduction

In November 1992, the State Historic Preservation Office of the Montana Historical Society received a grant from the Montana Committee for the Humanities to fund the Montana Heritage Curriculum Project. The first phase of this project assessed the need and interest of educators in Montana for resources to aid in the teaching of Montana social studies, history and culture.

Heritage education is, simply put, the teaching of history and culture with an emphasis on place.

With enthusiasm and dedication, our advisory committee completed their assessment, finding a large need around the state for references and materials on Montana social studies. We identified several ways in which that need might be met. Then we plunged onward, completing four model social studies units which focus on the Headwaters of the Missouri River near Three Forks, Montana. These units were created during a two-day workshop sponsored and funded by the Montana Historical Society, the Montana Office of Public Instruction, the Parks Division of the Montana Department of Fish, Wildlife and Parks, and the Montana Committee for the Humanities.

Heritage education is, simply put, the teaching of history and culture with an emphasis on place. Teaching with historic places is an exciting way to bring the past to life. By connecting students to the places where history happened, they learn more concretely about their past, their cultures and themselves.

Over the past decade, the State Historic Preservation Office has sponsored and compiled studies on numerous historic properties around the state. Our files bulge with information on everything from tipi camps and buffalo jumps to mines and early townsites to old trails and ferries to historic downtowns and mansions. Our goal is to help teachers get their hands on that information and on the tools for leading activities and units on Montana history, for teaching about who we are and exploring the places where we live.

Over the past year, many people have helped to bring this goal to reality. We thank them all: the Montana Committee for the Humanities for their generous support; Gretchen Olheiser of Fish, Wildlife and Parks for her enthusiasm for Montana places and for helping to fund our writing project; Brian Cockhill and Marcella Sherfy of the Montana Historical Society for sharing the vision; and especially Linda Vrooman Peterson, a terrific partner throughout; and the Montana Office of Public Instruction for funds contributed to the writing workshop.

Many thanks to all who participated in our first writing workshop for their diligence and commitment to the project:

Ann Blotkamp, Ray Bjork Elementary School, Helena
Kurt Cunningham, Montana Department of Fish, Wildlife & Parks
Kathy Derby, Anderson Elementary School, Bozeman
Joan Haefer, Montana Historical Society
Maria Harrison, Superintedent of Schools, Toole County
Ray Heagney, Montana Department of Fish, Wildlife & Parks
Mary Ann George, Helena Community School
Murton McCluskey, Indian Studies Consultant
Kathie Morsette, Rocky Boy High School
Jim Olsen, Anaconda High School
Maureen Redfield, Central School, Helena
James G. Schulz, Helena Middle School
Dave Walter, Montana Historical Society
Bruce Wendt, West High School, Billings

By connecting students to the places where history happened, they learn more concretely about their past, their cultures and themselves.

And many more thanks to those who served on or helped with the advisory committee for the first phase of the Montana Heritage Curriculum Project:

Joan Haefer, Montana Historical Society
Murton McCluskey, Indian Studies Consultant
Beck Newell and Wally Bivins,
    Consultants in the Creative Use of Telecommunications
Betsy Nordell, Office of Public Instruction
Linda Vrooman Peterson, Office of Public Instruction
Maureen Redfield, Central Elementary School, Helena
Hal Stearns, Sentinel High School, Missoula
Jim Schultz, Helena Middle School
Dave Walter, Montana Historical Society
Don Wetzel, Superintendent of Schools, Harlem

Now it's up to you, the teachers. Try these units. Let us know how they work, what you think of them. Ask us for information on historic places near your community and to learn more about how you might participate in the Montana Heritage Curriculum Project. We plan more writing workshops for the future, so please let us know what other units, themes, projects or historic places might interest you. We'd love to hear from you.

—*Chere Jiusto*
Project Director
Montana Heritage Curriculum Project

Headwaters of the Missouri River:

Culture and History at the Headwaters

On a fine July morning in 1805, Captain William Clark and four members of the Lewis and Clark expedition reached the Three Forks of the Missouri River. They were the first non-Indians known to have ventured through the deep interior of North America. Navigating through uncharted territory, Lewis and Clark considered the Three Forks to be the point of origination for the mighty Missouri River, the waterway they had followed upriver more than 2,500 miles after departing from the mouth of Wood River on the Mississippi River 14 months earlier.

Two days later, Captain Meriwether Lewis and the rest of the party arrived; there they rested and studied the terrain to determine which of the forks that braided through the surrounding valley to follow up into the mountains. It was a critical juncture for the expedition; their success hinged upon choosing a route which would take them across the Rocky Mountains before the onset of winter.

A natural crossroads, and an ideal camping, hunting and settlement site, the Three Forks was a meeting ground for traveling Indian parties for centuries.

It was a critical juncture, as well, in the human history of the region, for the Lewis and Clark expedition brought contact between divergent cultures, foreshadowing profound changes which would affect the native people of the high plains and upper Missouri in the centuries to follow.

A natural crossroads, and an ideal camping, hunting and settlement site, the Three Forks was a meeting ground for traveling Indian parties for centuries. Abundant buffalo herds, a variety of plants, nearby chert deposits and the major waterways all drew Indian people to the area. At the turn of the 18th century, the Blackfeet dominated these buffalo grounds, although the Shoshoni and Flathead peoples journeyed regularly over the mountains to hunt in the surrounding valley, which teemed with wildlife of all sorts.

The expedition heralded a meeting of cultures and people. Once the vast Missouri country was penetrated by the expedition, traders, fur trappers and settlers followed, drawn by the abundant wildlife in the region, gold in the surrounding mountains and the fertile lands in the valley for farming and ranching. Fur trade posts and early town settlements came and went; their remains still mark the landscape today.

These units about the rich heritage of the Missouri River Headwaters are based upon National Register of Historic Places nomination files, the journals of Lewis and Clark, and other source materials about the history of Indian life, exploration and white settlement on the upper Missouri River. Design of the units was guided by the Montana Social Studies Model Curriculum Guide published in 1993 by the Montana Office of Public Instruction.

Objectives for Students

- To identify Native American groups known to have frequented the Three Forks area over time and discuss their ways of life
- To describe the Missouri Headwaters environment and explain how different culture groups, such as native peoples, fur traders, 19th century settlers, and contemporary society have adapted to it throughout time
- To use maps, photographs and historic journals to identify and interpret sites and events important in our history

Setting the Stage

The Three Forks of the Missouri River was designated a National Historic Landmark in 1984. Today, the heart of the 1,400-acre landmark is protected by the 560 acre Missouri River Headwaters State Park, a unit of the Montana State Parks system. Here visitors can climb atop Fort Rock for a commanding view of an "essential point in the geography of this western part of the continent" -- the juncture of the Three Forks of the Missouri: the Jefferson, the Madison and the Gallatin Rivers. Pictographs and a nearby buffalo jump reflect millennia of regional Indian history, while campsites and survey points of the Lewis and Clark expedition, remains of two early Montana townsites, and gravesites of Montana pioneers tell of the area's more recent history.

The site is directly linked to individuals who lived our history . . . Lewis and Clark, Sacajawea, John Colter and Manuel Lisa . . .

The Three Forks site commemorates many important themes and events in the history of the place we now call Montana. It is an excellent jumping-off point for many topics of study: community through the ages, native history and culture, westward expansion, fur trade, historic transportation routes, territorial Montana and more. The site is directly linked to individuals who lived our history, such important historic figures as Lewis and Clark, Sacajawea, John Colter and Manuel Lisa -- people whose words, thoughts and experiences remain with us today offering an evocative picture of our past.

Information and a select bibliography for teachers on the Three Forks of the Missouri River are available through the State Historic Preservation Office, Montana Historical Society, 1410 8th Avenue, Helena, Montana, 59620, 406-444-7715.

Montana Historic Sites

Primary Cluster Grades K-2—Sample Unit

My Orientation to the World

The Missouri River Headwaters State Park is used as a site to explore communities of the past and present.

Students in the primary grades are ready to expand their knowledge of communities. The Missouri River Headwaters State Park is used as a site to explore communities of the past and present.

This sample unit is intended to be adapted and modified to fit any historic site. Young children need concrete and varied learning activities that meet the needs of the visual, auditory, and kinesthetic learner. The richness of the whole language approach will give the unit meaning and relevance to children through listening, speaking, drawing, reading, writing, and roleplaying.

• *PRIMARY CLUSTER K-2* • **Model Learner Goals/Thematic Questions**	**Concepts**
SOCIAL HISTORY/CULTURAL HERITAGE Who were the people who lived in the area almost 200 years ago? What were their lives like? What did their communities look like? Who is Sacajawea? Who are Lewis and Clark? What brought Lewis and Clark to the Headwaters? How were the rivers named?	*community* *native people* *culture and tradition* *Lewis and Clark* *Sacajawea/Sakawea* *Missouri River Headwaters* ________ ________ ________
SPACE, PLACE AND MOVEMENT Demonstrate the concept of three rivers coming together to form a new river. What would this look like? Locate on the map of Montana an area where three rivers come together. Would this be a good place to live? Why? In what way was the area used during Sacajawea's day? Today?	*space* *place* *location* *rivers* *headwaters* *land use* *historic preservation* *maps* *human/environment relationship* ________ ________ ________
TRADITION AND CHANGE What happens when someone discovers something special or new? How would the trip have been different if Sacajawea had not accompanied the expedition? Has the area changed over time? How? Why? What traditions did the native people have? Lewis and Clark? Sacajawea? How did the native community change as a result of trading? How do communities change? What's a "good trade" or a "fair trade"? Do people trade in present day communities?	*tradition* *change* *conflict and conflict resolution* *time* *ceremony* *hunting* *trading* ________ ________ ________

Missouri River Headwaters State Park

Unit Learner Goals:

1. Demonstrate an understanding of the past from the perspective of the people who lived it.
2. Demonstrate a sensitivity for and an understanding of the continuity of human experience.

UNIT OBJECTIVE/PERFORMANCE TASK

Describe the changes in the communities in the Missouri River Headwaters State Park through one or more of the following ways: • comparative (past and present) drawings, • writing of journal entries, • constructing replicas of communities at the site, • dramatic roleplay.

ENVIRONMENT AND SUGGESTED ACTIVITIES

Share a story with the children about Sacajawea, Lewis and Clark, and their visit to the area. For example, read aloud or retell the first couple of chapters in the book Naya-Nuki by Ken Thomasa.

The dramatic play area may include canoes, camping materials, hide clothing, sewing materials, leather scraps.

Set up a writing center to include a list of describing words and props that the children write in a journal (illustrate and describe plants and animals). Use feathers and ink as a variation.

Introduce the idea of trading by having a "Trading Day" in which children would bring in items to trade. Children could also make items to trade.

FINAL ACTIVITY

The culminating activity of the unit would be a visit to the historic site of the Missouri River Headwaters State Park. If a visit to the site is not possible, present a slide or video program of the Headwaters area.

ASSESSMENT

The student tasks will be assessed using the following rubric.

RUBRIC

4—Uses the important information necessary to complete the task. Accurately and insightfully describes the changes in the community.

3—Uses the important information necessary to complete the task. Accurately describes the changes in the community.

2—Fails to use some significant information necessary to complete the task. Makes some significant errors in describing the changes in the community.

1—Fails to use the most important information necessary to complete the task. Makes little or no attempts to describe the changes in the community.

Montana Historic Sites

Intermediate Cluster Grades 3-5—Sample Unit

Many People, Many Cultures, One Land

This model unit is the study of an historic site, the Headwaters of the Missouri River. Using an interesting individual (John Colter) and the phenomenon of several unsuccessful attempts to locate a settlement on the site (a fort, Gallatin City I and II), this unit will explore the historical significance of the Missouri Headwaters, the cultural conflicts that took place there, and the natural environment of the site.

Who writes history?

• *INTERMEDIATE CLUSTER 3-5* • **Model Learner Goals/Thematic Questions**	**Concepts**
CULTURAL HERITAGE Who writes history? What can be learned from artifacts? from photographs? What is the Missouri River Headwaters? Who were the people who frequented the Headwaters? Who is John Colter? How did he live? Why was John Colter in this area? What story does history tell about him? How do we know it is true? What is the Blackfeet point of view? What information is important? What skills were needed for survival? Why did John Potts get killed? Who built Fort Raymond? Was this an important outpost? What happened when John Colter arrived at Fort Raymond?	*point of view* *perspectives* *primary sources* *judgment* *indigenous people* *immigrants* *cultural conflict* *conflict resolution* *cultural diversity* *land use* *land ownership* *territory* *agreements* *treaties* *exploration* *survival needs* *Missouri River Headwaters* *Blackfeet* *Salish* *Flathead* *Crow* *Shoshoni* *John Colter* *John Potts* *Lewis and Clark* *Fort Raymond* *George Drouillard* *fur traders* *artifact* __________ __________ __________
SOCIAL HISTORY What is a hero/heroine? Were there any heros/heroines in this story? What is a stereotype? What stereotypes are being reinforced in the story of John Colter? How did the story of John Colter first get told? Who haven't we heard about in the telling of the story of the Missouri Headwaters?	*hero/heroine* *oral tradition* *journals* *letters* *stereotype* *Lewis and Clark's journals stories* *legends* *lifestyles* *survival* *women and children* __________ __________ __________

BEST COPY AVAILABLE

• *INTERMEDIATE CLUSTER 3-5* • **Model Learner Goals/Thematic Questions**	**Concepts**
TRADITION AND CHANGE What were the traditions of the Blackfeet? Crow? Salish? What traditions did the European fur traders bring with them? The European immigrants? What kind of trading was being done by tribes? What items were being traded? How has the Headwaters site changed since John Colter's day? What is the site used for today?	*beliefs* ________ *values* ________ *ceremony* ________ *rituals* *hunting* *trading* *tribal ways of life* *European ways of life* *preservation* *historic site* *keepers of the land*
SOCIAL CONTRACTS How did people get along? What were the agreements? How did people resolve conflicts? How did Indian and trappers\traders treat newcomers to the region? Does viewpoint affect behaviors? How did this conflict shape thinking about the West?	*agreements* ________ *intruders* ________ *territory* ________ *rights* *responsibilities* *point of view* *caretakers* *conflict* *conflict resolution* *perceptions* *The West*
SPACE, PLACE, AND MOVEMENT Why was this an important area? How was this region used by the Indians? Why were the fur traders interested the Headwaters area?	*migration* *watershed* *hunting ground* *confluence* *headwaters* *ecosystem* *human/environment relationship* *location* *place* *transportation* *Gallatin I and Gallatin II* *Madison* *Jefferson* *Gallatin* *Yellowstone*

UNIT LEARNER GOALS

1. Demonstrate an understanding of the past from the perspective of the people who lived it.
2. Demonstrate an understanding of multiple perspectives.
3. Demonstrate geographic knowledge of location, place, relationships within places, movements, and regions.
4. Organize and express ideas clearly in a variety of ways; for example, writing, roleplaying, speaking, drawing, designing, building.
5. Decide whether the information provided is sufficient to justify a conclusion.

PERFORMANCE TASK

On completion of this unit, the students will be able to articulate their understanding of the historical significance of the Headwaters, thus demonstrating an ability to gather useful information by observation, using their senses, reading, listening in order to frame questions, set forth a hypothesis about the area and the people who lived there, and to test those conclusions. The students will judge the facts of the John Colter story and determine its "truth" based on research. Student groups will present their arguments in the form of one of the following: written report, oral presentation, dramatic interpretation, visual presentation, mock trial. In each, the students will clearly present evidence which supports their conclusions. The presentations will be accurate, engaging, and compelling.

SAMPLE LESSONS

These lessons and classroom activities, including a field trip to the site, are to be used as a guide. Each lesson begins with broad focus questions taken from the Learner Goals/Thematic Questions of the 3-5 unit from the *Montana Social Studies Model Curriculum Guide.* Each lesson addresses a specific skill or skills to be learned.

Lesson #1 **What is the Headwaters of the Missouri River?**

Primary Questions:
What and where is the Headwaters of the Missouri?
Why is the Headwaters of the Missouri important?

Skills: Demonstrate the ability to acquire and use information from a variety of primary and secondary sources to establish a complete story of the area. Map reading; research using historic sources.

Secondary Questions:
What is the importance of rivers?
What did the Headwaters of the Missouri mean to different groups of people?
Why did President Jefferson tell Lewis and Clark to find the Headwaters of the Missouri?
How did people find their way around before there were maps.

Activity: Discuss native culture groups who used the Headwaters area. Read accounts of Lewis & Clark's exploration of the area and the animals they sighted. Have students research, write and illustrate a report on one of those animals and their importance to native and non-native groups.

Why is the Headwaters of the Missouri important?

Lesson #2 **Who writes history?**

Primary Questions:
Who writes history?
How does the telling affect perception?
Is there more than one side to a story?

Skills:
Demonstrate the ability to see and understand different points of view.
Compare different points of view.

Secondary Questions:
How do we know about the past?
Can we believe people talking about themselves?
Who is John Colter?
What story does history tell about him?

Do we have any personal accounts of this incident from the Blackfeet?
What is a hero/heroine?
What is a stereotype?
Are stereotypes being reinforced in John Colter's story?
What were the conflicts? The agreements?
How did this conflict shape our thinking about the West?

Activity: Read accounts of early fur traders and John Colter at the Headwaters. Have students judge the facts and determine the "truth" about the Colter incident through research. Break into groups and have each group present their argument through drama and roleplaying.

Lesson #3 How do places change with time?

Primary Questions: What was the Headwaters like during John Colter's day and how has it changed?

Skill: Compare the similarities and differences between historic periods and contemporary times?

Secondary Questions:
Are there trappers and American Indians using this area today?
Are these rivers important for transportation today?
What were the attempts to locate settlements on this site? (Gallatin City Hotel)
What is the site used for today?

Activity: Have students choose a time period at the Headwaters to research. Based upon that research, have them make a then and now model of the area and changes which have occurred.

Lesson #4 A Visit to the Missouri Headwaters State Park

Primary Questions:
Where does the Missouri River start?
What are the noticeable confluences in the area?
Can you see the three rivers come together?
Do the "Three Forks" look like you expected?

Skills:

Demonstrate geographic knowledge of place.
Recognize significant geographical features.

Secondary Questions:

What evidence can be found to prove that American Indians used the site?
Where would be the best place to put a fort?
What is going to happen to this area if nothing is done to preserve it?

Suggested Activities:

Present a slide or video program of the Headwaters area.

Make notes and sketches of what you observe at the site. (Lewis and Clark kept a journal and made sketches so that they could share information with President Jefferson and others.)

Take the trail to the Interpretive Plaza and find the pictograph. The pictograph is so faded it would be missed if there were no sign to locate it. What can we do to preserve pictographs? What is destroying this pictograph?

Look for prickly pear cactus as you walk. Would they be easy to avoid if running like John Colter?

Set up a dramatic play area with tipi, bowls, baskets, parfleches and items discussed in the story. Solicit ideas from children to contribute to the dramatic area.

Construct salt/flour model of the Missouri River Headwaters area. The children demonstrate their understanding of the headwater concept through small group discussions.

Use a venn diagram to compare needs of animals, people, and plants within the Headwaters site.

Read the rules for visiting the Missouri River Headwaters State Park. Discuss the cultural and environmental issues that apply. Why is it important to protect important historical and cultural sites? Why is it important to protect this site?

ASSESSMENT

The student cooperative tasks will be assessed using the following rubric.

RUBRIC

4—Uses the important information-gathering techniques and information resources necessary to complete the task. Identifies little-known information resources or uses unique information-gathering techniques. Accurately and insightfully determines whether the information is credible and relevant to the specific task.

3—Uses the important information-gathering techniques and information resources necessary to complete the task. Accurately determines whether information is credible and relevant to the specific task.

2—Fails to use some significant information-gathering techniques and information resources necessary to complete the task. Makes some significant errors in determining whether information is credible and relevant to the specific task.

1—Fails to use the most important information-gathering techniques and information resources necessary to complete the task. Makes little or no attempts to determine whether information is credible and relevant to the specific task or totally misjudges the relevance and credibility of information.

Montana Historic Sites

Middle School Cluster Grades 6-8—Sample Unit

Viewing the World from Different Perspectives

This unit is intended to serve as an example and guide to developing site-based curriculum for the middle school (6 - 8) cluster. Focusing upon the Headwaters of the Missouri River, activities were developed using the site, the history of its inhabitants and its significant geographical features. The primary goal is to instill in the students a "sense of place" and their connections with it. Such an approach is interdisciplinary in structure and complimentary to the other grade level units developed at the Headwaters area. Please adapt and expand the unit to meet the needs and interest of the learner.

The primary goal is to instill in the students a "sense of place" and their connections with it.

- **THREE RIVERS RUN THROUGH IT:** What does a contour map tell us?

• *MIDDLE SCHOOL CLUSTER 6-8* • **Model Learner Goals/Thematic Questions**	**Concepts**	
CULTURAL HERITAGE How can we find history at the Headwaters of the Missouri River? Who are the people and what are the cultures that inhabited the Three Forks area over time?	*indigenous people* *immigrants* *religions* *fur trade* *cultural diversity* *cultural conflicts* *conflict resolution* *exploration* *treaties*	*Manifest Destiny* *land use and ownership* *Three Forks* *Missouri River Headwaters* __________ __________ __________
SOCIAL HISTORY What artifacts, primary sources, landmarks help us understand life in early Montana?	*pictographs* *tipi rings* *legends* *stories* *Native/European/American ways of life*	*journals* *paintings* *games* __________ __________ __________
TRADITION & CHANGE How have the Headwaters and its surroundings changed over time? How has the human population changed? Who are the people living in this region today? How is this region used today? How does the use compare with past usage? Tribal/land relationship, natural resources?	*tribal/land relationship* *natural resources* *hunting grounds* *exploration* *fur trade* *Missouri Fur Company and Forts* *land use and ownership treaties* *tribal water and land rights state park* *public trust* __________ __________ __________	

BEST COPY AVAILABLE

• ***MIDDLE SCHOOL CLUSTER 6-8*** • **Model Learner Goals/Thematic Questions**	**Concepts**
TECHNOLOGY How have people navigated across the Montana landscape over time? What methods did indigenous people use to guide their movements across the landscape? How has mapping technology of the Three Forks area evolved over time? How do those technologies influence the ways that people see their world?	*transportation* *tracking* *navigation* *landscape* *landforms and landmarks* *maps and map making* ________ ________ ________
SPACE, PLACE & MOVEMENT What was the migration pattern in the Headwaters area when the American Indians hunted there? When Lewis and Clark traveled through? Is there a migration pattern today? What defines the Three Forks region? What is a topographical map? A contour map? What does such a map tell us? How are maps created? How can others read your map?	*migration* *human/environment interaction* *place* *ecosystem* *rivers* *watershed* *headwaters* *confluence* *Gallatin, Madison, Jefferson, Missouri Rivers* *topographic* *scale* *contour* *degrees* *minutes* *latitude* *3 dimensional*

What was the migration pattern in the Headwaters area when the American Indians hunted there?

UNIT LEARNER GOALS

1. Demonstrate geographic knowledge of location, place, relationships within places, movements, and regions.
2. Read and interpret maps; demonstrate understanding of contour maps.
3. Demonstrate an ability to interact with others in setting goals and making decisions.

Unit Topic: Exploring the Headwaters of the Missouri River

Unit Skills: Mapping, analyzing contour maps, constructing, modeling, photographing, listing, reading, comparing

Group Size: 2 - 3 students (mapping activity)
Small group and individual work (total unit)

Methods: Field research, cooperative learning, mapping lab, lecture, discussion, library investigation

Time Needed: 2 - 3 days (mapping activity)
One week to 10 days (total unit)

PROLOGUE

" at the distance of 3 3/4 ms. further we arrived at 9 A.M. at the junction of the S.E. fork of the Missouri and the country opens suddenly to extensive and beautiful plains and meadows which appear to be surrounded in every direction with distant and lofty mountains; supposing this to be the three forks of the Missouri I halted the party on the Lard. shore for breakfast and walked up the S.E. fork about 1/2 a mile and ascended the point of a high limestone cliff from whence I commanded a most perfect view of the neighboring country." —Meriwether Lewis, July 27, 1805

UNIT MAP ACTIVITY

> *. . . the country opens suddenly to extensive and beautiful plains and meadows which appear to be surrounded in every direction with distant and lofty mountains . . .*
>
> *—Meriwether Lewis*

INTRODUCTION

In 1805, Lewis and Clark entered uncharted territory when they travelled up the Missouri River from their first winter camp at Fort Mandan. The expedition's only guidelines were the oral accounts of the terrain offered them by the Hidatsa and their own discovery. How do you navigate on land without a map? How do you create your own map? How can others "read" your map? What is a contour map? What does such a map tell you? Let's explore these questions and many more in the following mapping adventure.

OBJECTIVES:

The students will:

1. read and discuss the July 25-28, 1805 journal entries of Lewis and Clark describing their impressions of the Missouri Headwaters;
2. read and analyze a topographic map of the Missouri Headwaters identifying Lewis Rock, Fort Rock, the Three Forks of the Missouri and other landmarks;
3. compare the Lewis and Clark expedition's maps with the current map; and
4. using an enlarged topographic site map of the Headwaters, construct a three-dimensional cardboard model of the area.

MATERIALS

Each group will need:

1. copy of Lewis and Clark journal entries July 25-28, 1805
2. copy of L & C expedition maps of the Headwaters
3. one USGS topographic map of the Missouri Headwaters
4. two enlarged contour site maps of the Headwaters
5. cardboard
6. scissors
7. glue
8. paint
9. colored markers

PERFORMANCE TASK

The students will demonstrate their ability to interpret the landscape of the Missouri River Headwaters by constructing a contour map of the area. Each group's contour map will include Lewis Rock, Fort Rock, the Three Forks of the Missouri (Gallatin, Madison, Jefferson), and other important landmarks. Each group will make an oral presentation demonstrating their contour map reading technique.

PROCEDURE

Separate the class into groups of two or three. Each group will receive a packet including journal entries of Lewis and Clark, Lewis and Clark expedition's map of the Headwaters, USGS topographic map of the Headwaters area and two copies of an enlarged topographic site map of Lewis Rock and the Three Forks. After reviewing and discussing the journal entries, students will use this information with the USGS map to locate Lewis Rock and the expedition's campsites.

Students will take the enlarged topo site map and transfer the contour information directly onto a cardboard section. This is done by finding the lowest main contour reading and cutting the map into a pattern piece that follows that contour.

Outline the pattern on the cardboard and cut out. Find the next major contour on the site map, cut and transfer to another cardboard section. This procedure is repeated until the highest major contour line is reached. Properly align and glue the cardboard pieces using the second enlarged site map as a guide.

Upon completion of the 3-D model of the Headwaters, students will color and label the rivers, Lewis Rock and the other significant landforms. All maps must have a properly aligned compass rose.

Students may wish to cover the model with papier mache paste to create a more natural appearance. Encourage them to landscape their models with appropriate "vegetation."

ASSESSMENT

Student cooperative tasks of constructing a contour map and the presentation of a map reading technique will be assessed using the following rubric.

RUBRIC:

4—This map clearly delineates the important features of the Missouri River Headwaters. The contour map is engaging in content, uses references, supportive data, and is visually interesting. The map reading technique demonstrates complete understanding of the contour map presented.

3—The contour map has most of the required features, but is not clear or visually interesting. The map reading technique is not clear or complete. All other content issues listed above are included.

2—Information presented on the map is flawed or missing. Few to no references are given.

1—Some information is given; however, the contour map demonstrates that the student group does not understand the concept of gaining information through map creation and interpretation.

BACKGROUND

This activity is set up to enhance a unit on the Lewis and Clark Expedition, as well as introduce the concept of contour mapping (making sense of 3-dimensional landforms on a 2-dimensional surface). The instructor should be skilled at reading and analyzing contour maps. Knowledge of latitude and longitude, degrees and minutes is necessary. The teacher should also be familiar with the journal writings of Lewis and Clark.

EXTENSIONS AND CONNECTIONS

Take a field trip to the Missouri River Headwaters State Park. Climb Lewis Rock and make your own field sketch of the Three Forks. Compare your sketch with the expedition's map. Proof your model with the actual landform. Identify actual landmarks using the USGS map. List animals and plants observed. Compare that list with animals and plants observed by Lewis and Clark.

REFERENCES

Moulton, Gary E.(ed)1991. The Journals of Lewis and Clark Expedition, Vol. 4. University of Nebraska Press.

Salisbury, Albert and Jane 1950. Two Captains West. New York, Bramhall House.

DeVoto, Bernard (ed)1953. The Journals of Lewis and Clark. Boston, Houghton Mifflin Company.

Maps: Lewis and Clark expedition map of Headwaters area

USGS topographic map : Three Forks area quadrangles.

Photograph: Aerial view of Three Forks Headwaters.

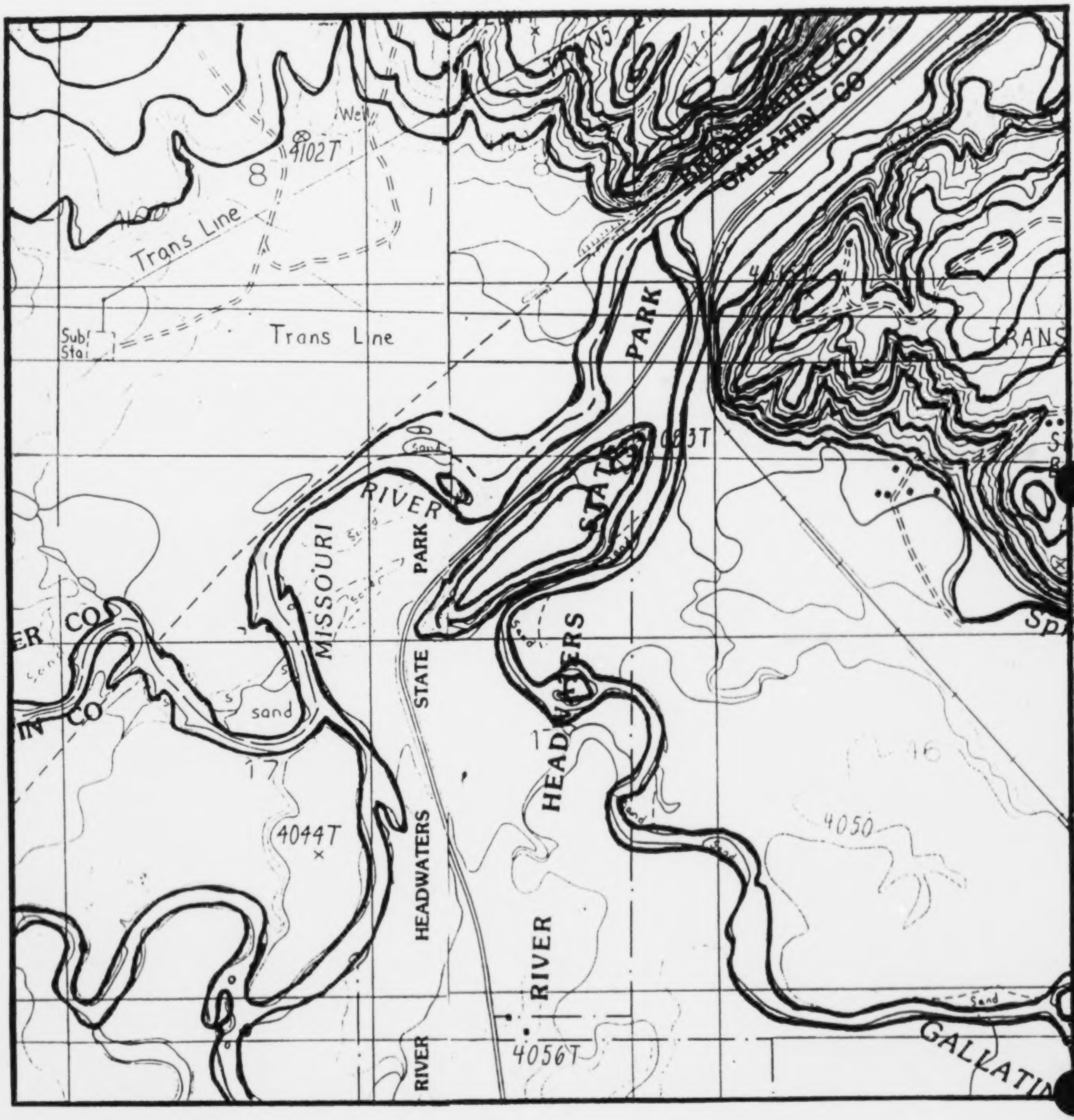
CHARACTERS

Lewis and Clark
John Colter
Pierre Choteau
Hidatsa
Shoshone
Salish
Nez Perce
George Droulliard
Karl Bodmer
John Jacob Astor
Sacajawea (Sakakawea)
Manuel Lisa
Minetares
Blackfeet
Kootenai
John Potts
Thomas Jefferson
George Catlin
Bishop Tuttle

ADDITIONAL SUGGESTED ACTIVITIES

- Research the Lewis and Clark Journals and other historic writings about the Three Forks. In addition to the history recorded, what do they tell you about the values and attitudes of the writers?
- Discuss how various cultures record their history including pictographs, oral history, and journals. Have students record an event or series of events in the manner of their choice.
- Research role that railroad played in placement of settlements.
- Create a collage exhibit about the diverse cultures in Headwaters history.
- Stage a play about L&C expedition's encounter with the Shoshone.
- Roleplay a day in the life of someone in a culture at the Missouri Headwaters.
- Make trade items and hold a rendezvous.
- Why did people build forts? Create your own Fort Three Forks.

Enlarged USGS Topographic Map of Lewis Rock and Three Forks



BEST COPY AVAILABLE

Montana Historic Sites

Secondary Cluster Grades 9-12—Sample Unit

Participating in a Changing World

I haven't been everywhere, but it's on my list.
—Susan Sontag

Using the Montana Social Studies Model Curriculum Guide, we have prepared a unit for grades 9-12 on the Headwaters of the Missouri River. This unit includes sample thematic questions and concepts, and provides a framework for those who wish to develop their own units. A sample unit segment that focuses on 1993 environmental issues is also included. Individual teachers can easily expand or consolidate the material.

HEADWATERS OF THE MISSOURI

• *SECONDARY CLUSTER 9-12* • **Model Learner Goals/Thematic Questions**	**Concepts**	
CULTURAL HERITAGE What has been the impact of geography on the cultures of the Missouri River Headwaters area? How did cultures change and interact?	*rivers* *climate* *major geographic features* *plant & animal life* *native cultures* *explorers* *fur trappers & traders* *railroads* *homesteaders* *townspeople*	*tourists* *environmentalists* *industry* __________ __________ __________
SOCIAL HISTORY How did oral tradition, literature, art and music reflect the life of the Headwaters? What do documents, treaties, journals, letters, diaries and other primary sources tell us?	*oral stories & legends* *short stories* *novels* *poetry* *songs* *paintings* *photographs* *pictographs* *movies* *journals* *treaties* *manifest destiny* __________ __________ __________	

BEST COPY AVAILABLE

• *SECONDARY CLUSTER 9-12* • **Model Learner Goals/Thematic Questions**	**Concepts**
TRADITION AND CHANGE What changes have occurred in this region to the people, landscape, economy, etc.? Trace the development from Indian mines to fur trade; from hunting grounds to railroad towns; from pristine wilderness to cement plants and liquid waste. Why didn't a community survive in this area? What has been the impact of geography on transportation from the Headwaters? What were the clashes of traditions at the Headwaters?	*traditional native cultures* *fur trappers & traders* *trading companies* *wildlife* *railroads* *towns* *rivers* *trails* *highways* *hunting grounds* *Bozeman trail* *conflict and resolution:* *intertribal* *native vs. non-native* *tribes vs. trappers* *farmers vs. ranchers* *promoters vs. railroads* *religious differences* *environmental issues:* *impact on wildlife* *protected area* *Trident Cement Company* *solid and liquid waste* *environmental impacts* ________ ________ ________
SOCIAL CONTRACTS What were some of the tribal social contracts? What were the relations among the tribes who used the Headwaters? Compare concerns of different groups: government • industry • preservationists • environmentalists.	*tribal relations at the Headwaters* *hunting grounds* *ethical decisions* *treaties* *agreements* *legislation affecting the area of industrial development* *environmental protection* *economics* *land ethics* *historic preservation* ________ ________ ________
CITIZENSHIP What is the responsibility of government and citizens at the local level? What actions should members of a community perform?	*participation* *social action* *individual & group responsibility* *economic concerns* *political action groups* *lobbying* *communication* *role of students* ________ ________ ________
POLITICAL/ECONOMIC What economic and political motives have influenced history at the Headwaters of the Missouri? How do politics and economics continue to influence the area?	*hunting* *trading* *trapping* *transportation* *railroads* *farming* *ranching* *tourism* *recreation* *state finances* *budget constraints* *Trident Cement Company* ________ ________ ________

How do politics and economics continue to influence the area?

What environmental issues from the Headwaters affect everyone?

• *SECONDARY CLUSTER 9-12* • **Model Learner Goals/Thematic Questions**	**Concepts**
TECHNOLOGY What have been the impacts, both negative and positive, of technology on the area?	*physical changes* *cultural changes* *communication* *responsibility to the environment* *influences on cultures* *environmental impact* *commercial applications* *future implications* ________ ________ ________
SPACE, PLACE, AND MOVEMENT How has geographic location influenced cultures at the Headwaters? What makes the Headwaters different from other locations? How have the rivers attracted different cultural groups at various times (Indians to movie stars)?	*geographic uniqueness* *origin of the Missouri River* *major landmarks* *map skills* *past and present land use* *state park status* *food source* *economic source* *recreational source* *seclusion* *wilderness* ________ ________ ________
GLOBAL PERSPECTIVE What will the Headwaters be like in the coming decades? What environmental issues from the Headwaters affect everyone?	*various interests:* *private* *state* *national* *international* *wildlife habitat* *site preservation* *solid waste issue* ________ ________ ________
INTERDEPENDENCE How are cultures tied to the Headwaters interdependent? How do the Headwaters relate to the rest of the world?	*economic/political interdependence* *treaty rights* *water rights* *open space* *drainage system* *international corporations* *environmental issues* *wildlife preservation* *tourism* *recreation* *historic preservation* ________ ________ ________

UNIT PLAN FOR HEADWATERS OF THE MISSOURI

PRESERVING THE HEADWATERS OF THE MISSOURI

UNIT LEARNER GOALS

1. Demonstrate the ability to analyze causes and effects of continued development of the Missouri River Headwaters State Park and/or the Trident Cement Plant.

2. Identify central issues or problems, determine relevant and essential information, and formulate appropriate questions demonstrating a deeper understanding of the issue.

3. Demonstrate a sensitivity to the needs, problems, and aspirations of others and ability to recognize people as individuals rather than as stereotypical members of a particular group.

PERFORMANCE TASK

The Missouri River Headwaters State Park encloses an historical landscape for the people of Montana and the United States. Only two miles from the confluence of the three rivers, the Gallatin, Jefferson, and Madison Rivers, is the Trident Cement Plant. This Swiss-owned company applied to the state of Montana in April of 1993 for permission to burn hazardous wastes. The task for the students is to examine the issues, the arguments, and the economic and environmental impacts of burning hazardous wastes in the Headwaters region.

The students will make cooperative oral and written arguments to representatives of Department of Fish, Wildlife, and Parks, the Environmental Quality Control Office, Trident Cement Plant, and other community people. The reports should discuss the effects of burning hazardous wastes and the impacts on the Missouri River Headwaters ecosystem and the best solution to the problem. The report will incorporate supportive data, exhibits, references, visuals, and will propose a solution that demonstrates an understanding of the multi-dimensionality of this issue.

INTRODUCTION

Introduction to this unit is an on-site visit to the Headwaters of the Missouri and a tour of the Trident Cement Plant. (If this is not possible, a representative from the Montana

Department of Fish, Wildlife, and Parks and a Trident representative could come to the classroom with slide and oral presentations.)

After the on-site visit or presentations, students would be asked to brainstorm the value of the Headwaters and why it should be preserved. Sample expected responses: scenic beauty; recreation; historical significance; industrial potential; wildlife preservation; hunting and fishing; boating or floating the rivers; plant life; artistic beauty; tourism; natural, historical and cultural values; nesting (blue heron, geese); landmarks.

Continue the brainstorming activity to determine the reasons that Trident should be allowed to expand to a hazardous waste disposal facility. Sample expected responses: employment; tax revenue; community development; solves hazardous waste disposal problems; free enterprise; burning solid waste saves precious fossil fuels.

ASSESSMENT

The student cooperative tasks will be assessed using the following rubric.

RUBRIC

4—This report clearly states the problem and estimates the impact, with a compelling presentation using references, supportive data, and visuals which provide clarity to the problem and promote understanding. Sources and references are interwoven. The panel demonstrates an understanding of the issue by asking relevant questions.

3—Presentation has most of the required features, but is not clear and compelling. All other content issues listed above are still necessary.

2—Information presented is not verifiable with no references given. Presentation is missing points listed above.

1—Some information given, but not related to topic and does not add to group presentation.

FOLLOW-UP ACTIVITIES

What other problems/questions were raised in the research into this topic? Are there similar situations which exist in Montana, the U.S., and /or around the world? How does the Trident Plant vs the Missouri River Headwaters State Park effect the economy? The environment? The quality of life? The landscape?

TIMELINE

Approximately one week: Monday sites would be viewed or presentations made; Tuesday through Thursday would be preparation of arguments; Friday would be the hearing.

POSSIBLE SOURCES OF INFORMATION

Trident license application/documentation; current laws regarding hazardous waste disposal; current laws regarding preservation of historical sites; documentation on hazardous waste disposal; reader's guide to periodical literature; newspaper microfiche; personal interviews/surveys; tribal water/land use rights.

Montana Historic Sites
Headwaters of the Missouri
Bibliography

All of the listed references are available at the Montana Historical Society Library, Helena.

Curtis, Sue. "Headwaters Herald," special publication, Montana Department of Fish, Wildlife & Parks, Helena, no date.

DeVoto, Bernard, editor. The Journals of Lewis and Clark, Houghton Mifflin Company, Boston, 1953.

Hilger, David. "Brief Occupation of Fort Three Forks in 1810," Glasgow Courier, October 12, 1925.

Kubik, Barbara. "John Colter - One of Lewis & Clarks's Men" We Proceeded On, Vol 9, No. 2, Lewis & Clark Trail Heritage Foundation, May-June 1983.

Malone, Roeder and Lang. Montana: A History of Two Centuries, University of Washington Press, Seattle, 1976, 1991.

McClure, A.K. Three Thousand Miles Through the Rocky Mountains, J.B. Lippincott & Co, Philadelphia, 1869. Account of Gallatin City, pp. 261-271.

Moulton, Gary E., editor. Atlas of the Lewis and Clark Expedition, University of Nebraska Press, Lincoln, 1992.

Multon, Gary E., editor. The Journals of the Lewis and Clark Expedition, University of Nebraska Press, Lincoln, 1992.

Schroer, Blanch Higgins, et al. Three Forks of the Missouri National Historic Landmark, National Register of Historic Places Nomination 1976, 1984. On file at the State Historic Preservation Office, Helena.

Three Forks Area Historical Society. Headwaters Heritage History, Three Forks, Montana, the Society, 1983.

Thwaites, Reuben G., editor. Original Journals of the Lewis and Clark Expedition, 8 vols. II, pp. 275 - 280, 1904.

Sample Guidelines for Teaching About Ethnic Populations: Example—American Indians

These guidelines are to assist teachers in presenting lessons on American Indians.

1. Each culture should be seen as a consistent and working system, a way of life adapted to survival, security, and to the preservation and use of a given environment. The cultural wealth of each group should be incorporated into the study.

2. There is some disagreement regarding the most appropriate term for American Indians. Some individuals prefer Native Americans; others first Americans; indigenous people; original Americans. Records indicate that, except for "people" or the specific name of their groups (e.g., Gros Ventre, Chippewa, Blackfeet), the Indians had no general name for themselves. Use the actual name of the group being studied.

3. As with all other culture groups, American Indians today have diverse points of view regarding historical and current events. All tribes have differences; groups/individuals within a tribe have differences.

4. Antagonisms between the settlers and Indians are perhaps best presented as cultural conflicts, the result of the almost inevitable clash between peoples with thoroughly different ways of life.

5. The cultures of American Indians have contributed substantially to American culture as a whole. Students should consider crops, foods, drugs, medicines, place names and agricultural techniques that originated with the Indians.

English 1974

> *There is, of course, no easy solution . . . but so long as the Montanan fails to come to terms with the Indian, . . . just so long will [s]he be incapable of coming to terms with [their] own real past, of making the adjustments between myth and reality upon which a successful culture depends.*
>
> *—Leslie Fielder*

SECTION 3—Best Practices in Teaching and Learning in the Social Studies

Instructional Approaches

Library Media, Information Skills, and Technology

Assessment in the Social Studies

Instructional Approaches

Social studies teachers must meet the challenges required for creating multidimensional teaching and learning environments, within the classroom and beyond; such environments must invite all young people into the community of learners and provide each with the empowerment of knowledge and skill. Equal opportunity to know and do ought to equip each student with the tools to fully participate in the organizations and structures of society. The teacher's role is critical, from being the provider of information to the facilitator for the discovery of meaning; a role that is influenced by many variables. Students' learning styles differ. Some students are strong visual learners, while others are kinesthetic or auditory learners. Some students need to see the whole picture before proceeding with a task, while others move comfortably step by step. Diversity of students by age, race, religion, sex, language, emotional stability, and intellectual ability seems to suggest setting new expectations; using one method or instructional technique alone is no longer effective.

> *Education is no longer simply the transmission of knowledge, but rather the active construction of knowledge.*
>
> *—Edward Clarke*

The need to integrate the most effective ways to teach and learn into daily practice seems clear. Through modification of the environment, teaching and learning can vastly improve. People of all ages learn best when they have many opportunities to interact with their environment: responding to questions, posing questions, hypothesizing, experimenting, failing, and trying again in a positive setting where it is safe to take risks (Dickinson 1992).

Social studies teachers can enrich the learning environment by listening to and observing their students as they approach their studies in all disciplines. From these observations teachers learn about their students and are better able to create appropriate opportunities for them to learn and apply skills and knowledge to their everyday lives.

Providing a meaningful and challenging atmosphere within which students are able to reach their potential requires that teachers use variety and authenticity in method and material. Using literature is one such method. Literature can bring history to life and help students connect the past with the present. Literature of the time and about the time helps to reveal the way people saw themselves, their ideas and values, the way they interpreted their own time, and their fears and dreams (California State Department of Education 1989).

The active engagement of students in their learning is vital. Education is no longer simply the transmission of knowledge, but rather the active construction of knowledge (Clarke 1988). Local and oral history projects, historic sites projects, history projects, writing projects, simulations, role play, dramatization, debates, and cooperative learning ought to be emphasized. The use of technology to enhance classroom activities and teaching also stimulates student involvement. Video programs, laser disks, computer software, hypermedia, and other new forms of educational technology provide invaluable resources for teaching the social studies.

As students gather information about public issues and policies, curriculum committees and teachers are encouraged to use the community as another rich resource. Communities can also provide students with opportunities to develop a commitment to public service and an awareness of their social responsibility through linking students to their community through voluntary service.

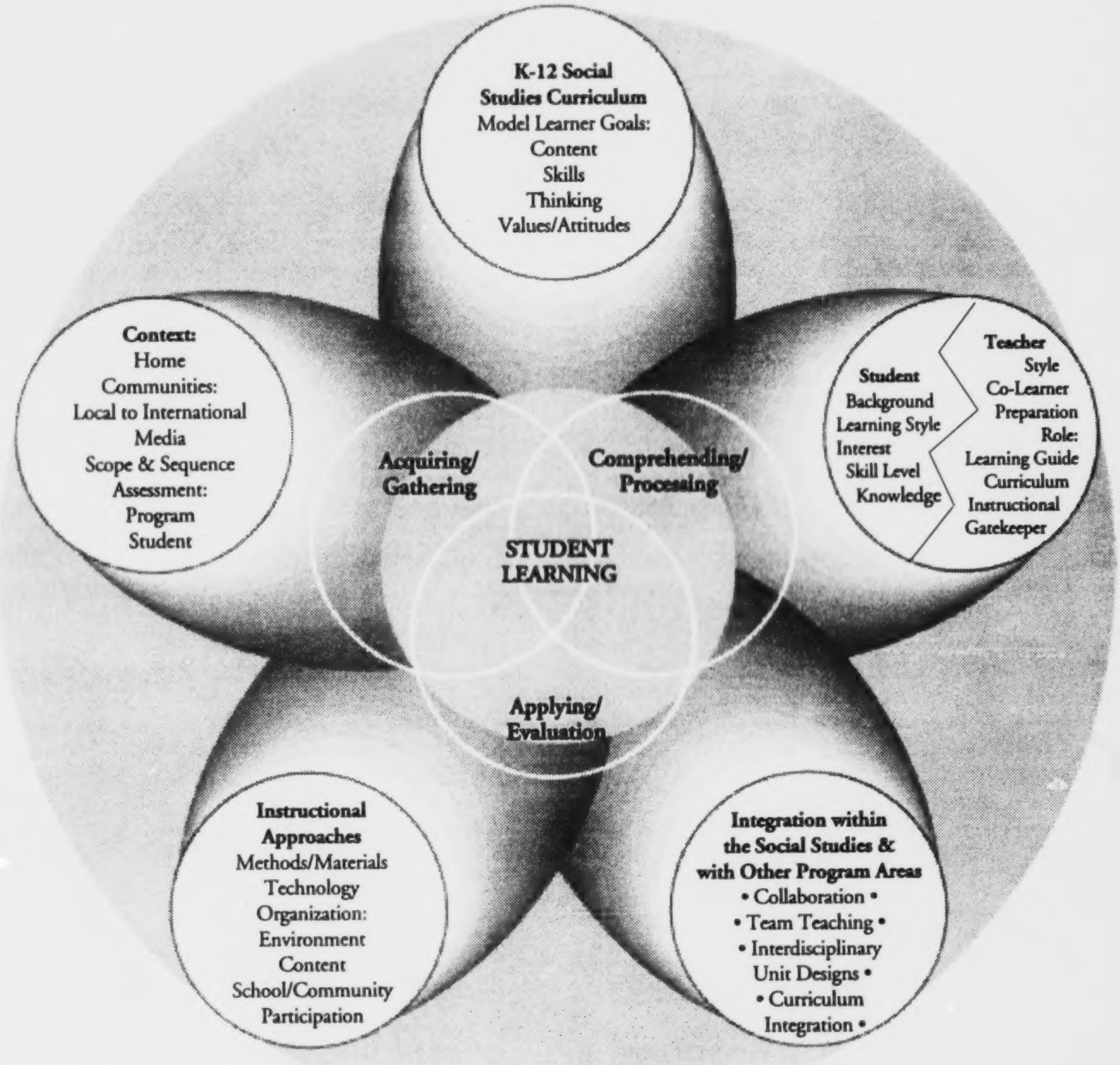
Obviously, one of the main factors in maintaining an engaging curriculum is through careful planning and systematic development of a sequential K-12 social studies program. The curriculum committee must ensure that unnecessary gaps and repetition of material are avoided among grade/cluster levels. Teachers at all grade/cluster levels should know what social studies content, skills, thinking, and attitudes and values have been achieved in previous years and what will be studied in future years.

To further the natural interconnectedness of the learning process, the curriculum committee should integrate teaching and learning within the social studies, with other humanities, and with other subject areas. Teachers must be encouraged to work with teachers from other fields, such as language arts, performing and visual arts, science, and mathematics, in order to achieve correlation across subjects. The learning process is interconnected, not fragmented; the interdisciplinary approach stresses linkages rather than differences, deliberately identifying the relationship between disciplines. In other words, the interdisciplinary approach "applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience" (Jacobs 1989).

Information's pretty thin stuff unless mixed with experience.

—Clarence Day

A Teaching/Learning Model for the Social Studies



Specific Instructional Approaches and Methodology

The essence of teaching social studies is not defined solely in terms of what one knows, but also in terms of how one uses what is known. There is no guarantee that students automatically transfer social studies content for use in their out–of-school lives. However, through developing skills and training teachers can assist students in making that transfer. The following instructional approaches and methodologies are suggestions for teachers to use as they bring the social studies content into the classroom. This is not an exhaustive listing; the emphasis is on variety.

Questioning

Questions posed by teachers largely determine the way in which students will use the social studies content. Teacher questions are models and directly influence the kinds of questions students ask. Probing unanswered questions are basic to American education and democracy. Every classroom represents the diversity of American society and teachers can expect multiple viewpoints in the questions raised by students. Questions must be asked at all cognitive levels and students should be encouraged to frame their own questions in such a way.

Teachers ask questions for various reasons; some of those reasons are:

- stimulate interest;
- supply incentives;
- emphasize important points;
- develop varied types of thinking;
- give students opportunities for interaction;
- establish relationships;
- organize content;
- ensure adequate interpretations;
- secure attention;
- present problems rhetorically;
- provide review and drill; and
- discover errors and misunderstandings.

The art of teaching is the art of discovery.
—Mark Van Doren

Answering and framing good questions are important skills for students to acquire. Arthur Costa (1989) presents a three-level approach to framing questions and interacting with one's environment:

1) gathering and acquiring information,
2) comprehending and processing the information, and
3) applying and evaluating the information.

Each level enhances the cognition of classroom interaction.

Gathering and Acquiring Information

To help students gather information, questions and statements are designed to draw from the students the concepts, information, and feelings of experiences acquired in the past. They also can be designed to activate the senses to gather data which students can then organize. There are several cognitive processes included at the gathering level. Examples of verbs used at this level are:

- completing
- counting
- defining
- describing
- identifying
- listing
- matching
- naming
- observing
- reciting
- selecting
- scanning

Costa 1989

Comprehending and Processing Information

To help students process the data gathered through the senses and retrieve from long and short-term memory, questions and statements are designed to draw some relationships of cause and effect, to synthesize, analyze, summarize, compare, contrast, or classify the data that has been acquired or observed. Following are verbs which might be used at this level:

- synthesizing
- classifying
- comparing
- distinguishing
- categorizing
- grouping
- making analogies
- sequencing
- analyzing
- comparing
- contrasting
- experimenting
- explaining
- inferring
- organizing

Costa 1989

> *The teacher plays a vital role in making the educational program meaningful.*
> *—Teddy Levy*

Applying and Evaluating Information

Questions and statements which cause action or application are designed to have the students go beyond the concept or principle that has been developed and to use this relationship in a novel or hypothetical situation. Production invites the students to think creatively and hypothetically, to use imagination, to expose a value system or to make a judgment. Verbs that may be used to frame questions are:

- applying a principle
- extrapolating
- evaluating
- forecasting

- generalizing
- imagining
- model building
- speculating
- hypothesizing
- judging
- predicting

Costa 1989

Whole Language Approach

Rather than fragmenting the curriculum by presenting a number of separate pieces of information in lectures or in a series of unrelated chapters, the whole language approach emphasizes involving students in long-range projects that develop a few major concepts and skills. Teachers following the whole language approach provide students with opportunities to read from a variety of primary and authentic sources to gather information directly related to their own purposes as they explore a topic indepth. Students study topics of their own interest in cooperative groups. When students investigate topics cooperatively, they begin to view issues critically and may plan social action.

Whole language is a set of beliefs about how learning takes place. Freeman and Freeman (1989) state these beliefs as a set of six principles:

Children need freedom to discover through trial and error what collaboration means.

—Carol Otis Hurst
& Rebecca O

PRINCIPLES OF THE WHOLE LANGUAGE APPROACH

(1) **Lessons should proceed from whole to part.**
Students need the big picture first. They develop concepts by beginning with general ideas and then filling in the specific details.

(2) **Lessons should be learner-centered because learning is the active construction of knowledge by students.**
Whole language focuses on the whole student. Lessons begin with what the student knows and activities build on student interests.

(3) **Lessons should have meaning and purpose for the students now.**
Students learn things that they see as meeting a present need. They should reflect upon what they are learning in order to plan appropriate action.

(4) **Lessons should engage groups of students in social interaction.**
When students try out ideas in social settings, individual concepts are tempered by social convention. Working in groups, students also learn the important skill of collaboration.

(5) **Lessons should develop both oral and written language.**
Especially for students learning English as a second language, the traditional view has been that the development of oral language must precede the development of literacy. However, involvement in reading and writing from the start is essential for developing academic competence and can facilitate listening and speaking.

(6) **Lessons that show faith in the learner expand students' potential.**
All students can learn if they are engaged in meaningful activities that move from whole to part, build on students' interests and backgrounds, serve their needs, provide opportunities for social interaction, and develop their skills in both oral and written language.

Figure 3.1

Freeman and Freeman 1991, 29

National Council for the Social Studies. Reprinted with permission.

Interdisciplinary Approach

The interdisciplinary approach stresses linkages rather than differences and identifies the relationship between disciplines. The main purpose of an interdisciplinary unit is to bring together the perspectives from more than one discipline and focus them on the investigation of a specific problem, issue, or theme. Jacobs and Borland (1986) developed the "Interdisciplinary Concept Model" to encourage understanding and use of the interdisciplinary approach. The following outline delineates the steps of this model and Figure 3.2 is an example of how to implement steps 1 and 2.

- **Step 1—Select an Organizing Center**
  A concept, theme, or subject area will act as the focus for curriculum development.
- **Step 2—Brainstorm Associations**
  Using a graphic organizer, teachers and students explore the theme from the perspectives of a number of discipline fields.
- **Step 3—Establish Guiding Questions**
  The guiding questions must be cross-disciplinary and provide a structure for the unit of study, a scope and sequence.
- **Step 4—Write Activities for Implementation**
  In order to implement an interdisciplinary unit, teachers must design activities which will describe what students will do and learn as they examine the guiding questions.

Interdisciplinary Concept Model: A Unit on Flight—Steps 1 and 2

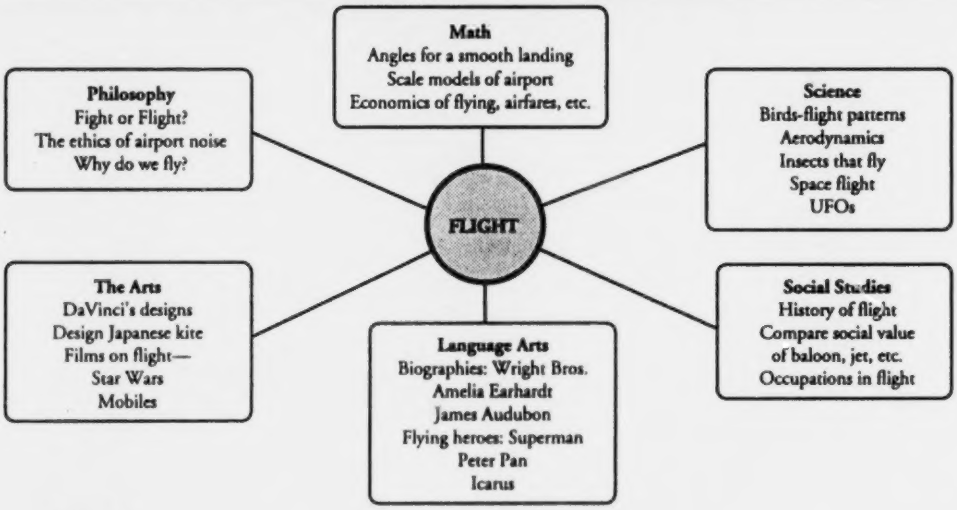


Figure 3.2
Jacobs and Borland 1986
Association for Supervision and Curriculum Development. Reprinted with permission.

By determining the "fit" of the guiding questions with the overall school or program area curriculum, teachers avoid a scattered sampling of activities and develop an integrated unit of study.

Social Inquiry

Several fundamental interrelated components of disciplined study or inquiry are involved in the creation, construction, and use of knowledge. These components make up the necessary elements in thinking about and understanding personal and social questions. They are identified here as comprehension or conceptualization, causality, validity, and creative extensions.

The first level of study is to **comprehend or conceptualize** the people, setting, story or context of the phenomenon studied. Questions at this level might be: What is going on? How have thing changed? How have things remained the same?

The second level of study focuses on **causality**. At this level, students must ask how and why the setting (people, story, etc.) acquired its characteristics. Students must use skills of analysis to help them gain an understanding of how to approach the problem of change over time and to recognize and explain major events, trends, or issues.

The third level deals with **accuracy** or **validity** of the explanations that have been given. Students investigate bias, the nature of evidence, and methods of evaluation used to validate explanations.

At the fourth level, **creative extensions**, students begin to develop their own interpretations by establishing linkages and seeing connections between historical or contemporary events and probing issues of causation and outcome. This fourth level interrelates with all other levels, thus creating the dynamic we understand as inquiry and the nature of critical discourse.

Critical to all aspects of study and thinking is the ability to **comprehend or conceptualize, to deal with causality, to explore validity or truth claims, and to create extensions** to new settings or disciplines within a learning environment that nurtures inquiry. Students should be engaged in "real" activities in order to understand social inquiry. Social inquiry activities are crucial for equipping students with the ability to communicate (listen, speak, discuss, and write) not only about interesting, historical, and contemporary social issues but also about the quality and accuracy of the inquiry itself.

Hartoonian and Laughlin 1990

> *We are much too sure that*
> *we adults have all the*
> *important answers and*
> *that children have nothing*
> *of real significance to say.*
> *—Richard Paul*

Social Inquiry—Example

COMMUNITY—ELEMENTARY

Level I
Comprehension/Conceptualization
How would you describe our community? What are some important features of our community? What information would I like to have about my community? What was our community like in the past? How does our community serve its people?

Level II
Causality
Why did our community develop as it did?

Learning Activity:
Ask students to compare some aspect of their community—i.e., social institutions (school or family) or resources with a community in another part of the world. The community could be of similar size, latitude, etc. A variety of reference materials—e.g., books, stories, films, pictures, letters, artifacts, and computer software—should be available

Level III
Validity
How can we find out about our community? How has our community changed over the years? How is our community special and unique?

Level IV
Creative Extension
Ask students to bring objects from home (with parental permission) or to bring or draw pictures of objects that reflect their community to be placed in an artifact box that can be sent to children in another city for sharing or be "buried" and opened some years later—e.g., when the class graduates from high school. What impressions would those who open the box have of our community?

THE GREAT DEPRESSION—SECONDARY

Level I
Comprehension/Conceptualization
What can you say about the Great Depression? When and where did it occur? How did it influence everyday life?

Level II
Causality
What were some causes of the Great Depression? Why did it occur? What are some consequences of the Great Depression in the United States and in other countries?

Learning Activity:
Provide students with various materials on the Great Depression—e.g., newspapers, diaries, journals, novels, congressional records, pictures, films, recordings, state and local materials for the study. Prepare a scenario showing how similar economic and political conditions might bring about a second great depression.

Level III
Validity
How have various individuals or groups viewed the Great Depression? How are these views similar? How are they different? Which perspective is likely to be most accurate? To what extent are the experiences of family members and neighbors similar to or different from other accounts?

Level IV
Creative Extension
Describe or explain the Great Depression through the use of a short story, poem, or essay; a cartoon or other work of art—e.g., music. Share your creative and original efforts with classmates.

Hartoonian and Laughlin 1989, 392, 393
National Council for the Social Studies. Reprinted with permission.

Decision-Making Approach

Decision-making techniques develop thinking and give students opportunities to define problems; hypothesize, test, develop a conclusion, and apply the conclusion to the data. The decisions may relate to intellectual, social, economic, political, historical, or personal problems. Decision making engages all of the major social studies goals—knowing, thinking, valuing and skills of participation. One model that can be applied to numerous social studies situations helps to teach students how to analyze before making a decision. Students compile a simple chart for each problem as shown in Figure 3.3 below.

Decision-Making Model			
Problem	**Options**	**Predicted Consequences**	**Choice**
	1.	a.	
	2.	b.	
	3.	c.	
	4.	d.	

Figure 3.3
Connecticut Department of Education. Reprinted with permission.

Another decision-making model designed by Lyle and Sydell Ehrenberg (1979) is a three-phase process for making choices. This model is effective when choosing from a number of alternatives to best satisfy the requirements of a certain situation.

Ehrenberg Model for Making Choices (Decision Making)

1. Clarify, verify the requirements of the given situation. Anticipate the characteristics of any item that would meet all of the requirements of the situation—the "ideal."
2. Identify, clarify, verify the characteristics of each alternative. Compare the characteristics of each alternative with the "ideal" (the characteristics identified in #1). Select the alternative that best matches the "ideal."
3. Verify the choice by identifying the characteristics of the selected alternative that make it more likely to satisfy the requirements of the situation than any of the others.

Figure 3.4
Ehrenberg 1979
Association for Supervision and Curriculum Development. Reprinted with permission.

K-12 students make decisions every day, some of them much more complex than would be asked in class. The challenge is to present situations in the classroom that are sufficiently meaningful so decision-making skills might be applied elsewhere.

Research

The purposes of research are to explain and predict rather than to find the correct answer. Research is primarily directed toward understanding how something works and how to use this understanding to predict phenomena. Students can practice general research skills by using the following process:

1. Identify the problem; describe the subject or phenomenon under study.
2. Identify relevant information; identify what you already know about it.
3. Generate hypotheses.
    a. Try to create linkages or relationships with things you already know. Don't limit your thinking at this stage.
    b. Develop a principle, theory, or model about what you are studying.
    c. From your model, generate hypotheses, predictions, or questions to be answered.
4. Test hypotheses.
    a. Design a scientific procedure (e.g., an experiment) that will guide your investigation of your hypothesis, prediction, or question. Be aware of the assumptions you are making
    b. Conduct the investigation and gather information.
5. State conclusions.
    a. Organize and analyze the information, relating it back to your hypothesis, prediction, or question. Check to see how consistent your findings are with what you know about the phenomenon.
    b. Determine the extent to which your findings can be used to predict other phenomena by designing new scientific procedures (e.g., new experiments).
    c. Determine what observations might disconfirm your hypothesis, and design new procedures as a further test (Marzano 1988, 55).

Teachers can first present this strategy to students and then model it, using classroom experiments. Once students understand the general strategy, they can use it as they engage in classroom tasks that require research.

Association for Supervision and Curriculum Development. Reprinted with permission.

Concept Development

The teaching of concepts helps students relate a vast amount of information to key ideas. Without this linkage, the information is little better than trivia that confuses and distracts meaningful education. Concepts enable students to compare, contrast, synthesize and evaluate content. Teachers can help students to build concepts at the concrete or abstract levels, with methods suggested by Fraenkel in *Helping Students Think and Value* (1973). Fraenkel suggests students with all types of learning styles can be developed by:

- Listing question(s): What do you see?
- Grouping question(s): What items go together?
- Explaining question(s): When did you put them together?
- Labeling question(s): What do you call this group?
- Explaining question(s): Why did you give it that label?
- Recombining question(s): Can some of these belong in more than one group?

Fraenkel's teaching concepts would involve the following classroom instructional procedures. The teacher or student:

- states the concept;
- gives examples;
- gives nonexamples;
- asks for attributes;
- asks for definition;
- asks for identification; and
- asks for an original example.

Adapted from *A Guide to Curriculum Development: Social Studies 1992.* Connecticut Department of Education. Used with permission.

Lecture

The lecture method is appropriate when the teacher wishes to give students a great deal of factual information or present differing interpretations from those available in writing. This oral presentation technique also may be useful to outside speakers, as well as class members whose expertise can be shared. The characteristics of a good lecture are quite straightforward:

1) The lecturer demonstrates and models his/her analysis and command of the ideas, and

2) The lecturer is sensitive to timing, pacing, form, and style of expression.

Welton and Mallan 1988

Discussion

Discussions permit the teacher to focus on a designated intellectual task. The goal is to direct student thinking, to raise desired questions, and to elicit specific information from students and resources. The degree of flexibility will depend on the teacher. Questions often help teachers to structure the learning experiences toward convergent thinking.

- What is the purpose for the discussion?
- Is the topic worth thinking and talking about?
- Is the atmosphere free and respectful of student ideas?
- Do students have sufficient time to think about questions?
- Are students seated in ways that encourage interaction?

A discussion can also raise questions from students who may ask about such things as the bias of sources, the roles of historical characters or why a topic makes no sense. Both teacher and student questions can channel the learning experience toward divergent thinking.

The realization that students may be highly able in different areas and may have needs that differ one from the other forces us to conclude that equity of opportunity does not mean identical opportunity.
—Barbara Clerk

Group Interaction

Group interaction serves many purposes: sharing work among students, developing social skills of cooperation and problem solving, stimulating discussion of diverse points of view, developing student responsibility, and organizing and acting on plans of action. Group interaction takes various forms, quite different from directed discussions. These include peer writing and editing, publication, collaborative learning, group research and projects, committee work, panel discussions, presentations and reports, dramatizations, and buzz groups or round-table discussions.

A social studies classroom should also model democratic values and be characterized by shared responsibility, interdependence, the value of the individual, and quality of educational opportunity. Basic to citizenship education is the goal of encouraging students to work with others from different backgrounds and, thus, learn to participate in a democracy. These purposes are incongruous with homogeneous grouping.

Educators are urged to support heterogeneous grouping in social studies classrooms and to work to foster appropriate strategies suited to effective instruction in such groups, including the following:

ABILITY GROUPING IN THE SOCIAL STUDIES

- Organize for instruction using cooperative learning groups involving individual accountability and group goals.
- Foster active engagement in learning to develop social studies content, concepts, and skills.
- Use team-teaching approaches to provide the flexibility to meet student needs.
- Apply approaches.
- Use a wide range of instructional strategies calling upon many different skills and abilities to meet the range of learning strengths in a diverse class.
- Consider mastery learning approaches.
- Vary instructional materials and provide alternative ways of learning.
- Involve students in self-evaluation and metacognition, that is, thinking about their own thinking.
- Diagnose problems frequently to identify needs, and use flexible groupings to address specific needs.
- Integrate thinking skills into instruction.
- Use many modes of presentation to develop understanding for all students.
- Use learning centers.
- Vary assessment approaches to allow students many ways to demonstrate what they know and are able to do.

National Council for the Social Studies. Reprinted with permission.

Cooperative Learning

Cooperative learning is a tightly structured form of group interaction. It creates an authority of peer group influence roughly comparable to democratic decision making. Teachers withdraw from center stage and listen to the language of learning. Students find meanings for themselves. The technique promotes social studies knowledge and participation while using skills and values. Learning becomes something people do and the groups become the center for learning. Student roles change as well. The technique can build self-confidence and group interaction.

BEST COPY AVAILABLE

Concrete tasks, such as asking groups of four or five to discuss a controversial question raised by the text and to come to a conclusion, can help keep discussions on target. The task must be well planned, with a wide range of opinion and no clear right or wrong answers. For more specific information on cooperative learning, consult the work of Roger and David Johnson, Robert Slavin, Marian Matthews, among others.

Case Studies

The case study approach has been adapted successfully from law and business schools to the teaching of historic, economic, political, social, and legal issues in social studies. Documentation of various sides of an issue is presented to students, guiding them to recognize the conflicting values, premises, and interests involved. The discussion or roleplay that can develop serve to broaden understandings and clarify values. Case studies are useful in helping students to develop critical reading and thinking skills and especially the ability to analyze. An example case study can be found in Section 5 on pages 18-22.

Simulations

Simulations provide mechanisms for students to explore topics in formats that encourage thought, decision making and participation.They allow students to examine models of reality and to have the fun and excitement of participating in that reality. No simulation is worthwhile as a teaching tool, however, unless a careful debriefing takes place. As students examine what happened and what they learned in the activity, they clarify the experience.

With contemporary curricular pressures, teachers must consider certain questions before planning to use a simulation. These questions might include the following:

- How much time is involved for introduction? For play? For debriefing?
- How many students can participate?
- For what kinds of students is it suitable?
- What background information is required?
- What is the most appropriate classroom use?
- Is the simulation sufficiently valuable to justify the time involved?
- Is this the best way to achieve instructional goals?

Connecticut Department of Education 1992. Used with permission.

Roleplay

Developing empathy and understanding of remote or abstract events can be modeled effectively through simple roleplays. The main characters and issues can be illuminated by assigning roles (with or without role cards), and describing a brief scenario. The acting out of roles within the context of the situation dramatizes the context of the event. This can clarify the facts of an event or the purposes of a process, or it can demonstrate value conflicts. The roleplayers themselves must determine how the situation will be resolved.

The best simulations often are structured roleplays. For example, law-related education makes extensive use of mock trials that provide participatory experiences for students while clarifying concepts. In all types of roleplay, students must deal with some kind of problematic situation.

Graphic Organizers

Graphic organizing is a way of visually representing text and other print material so that the structure of the written information is highlighted. Ideas and concepts may be organized into charts, clusters, and other visual organizers to permit individuals or groups to gather and categorize information. This is particularly helpful in the development of thinking. Specific tasks include data retrieval, comparisons, relationships, and organization. Figure 3.5 provides an example of a graphic organizer charting.

Information Retrieval Chart			
People	**Homes**	**Tools**	**Weapons**
American Indians	Earth Lodge	Shoulder Blade Hoe	Bow and Arrow
Immigrants	Sod Hut	Metal Adze	Gun

Figure 3.5

Mapping, a learning strategy that leads students to see connections between information or concepts, organizes words, ideas, or concepts in categories and shows how words relate to one another or how they go together. These maps (sometimes referred to as mind maps or webs) help students link their prior knowledge to new ideas or vocabulary.

The center of the map contains the key word or concept, which is contained in either a geometric figure, such as a circle or square, or some sort of pictorial representation of the word or concept. Emanating from the central word or concept are the connecting links drawn in the form of lines or arrows. The related words or information are then written on these connecting lines. This technique is especially effective as a prereading activity to develop vocabulary.

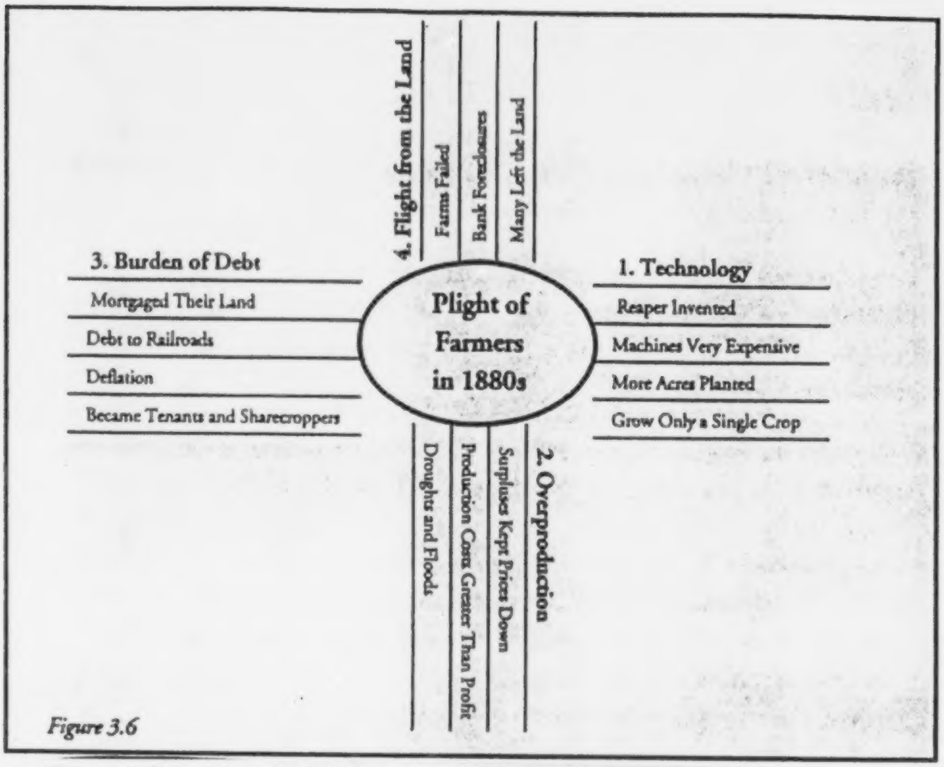


Figure 3.6

Wisconsin Department of Public Instruction. Reprinted with permission.

A variation of charting is the clustering or webbing technique. This can be used to illustrate graphically accumulated knowledge, or as a brainstorming technique to stimulate associative thinking. . Students may cluster thoughts as a prewriting device in order to decide the direction to take in a piece of writing. Unlike outlining, which makes assumptions about sequential mental order, the clustering shown below permits great flexibility.

EXAMPLE OF CLUSTERING/WEBBING

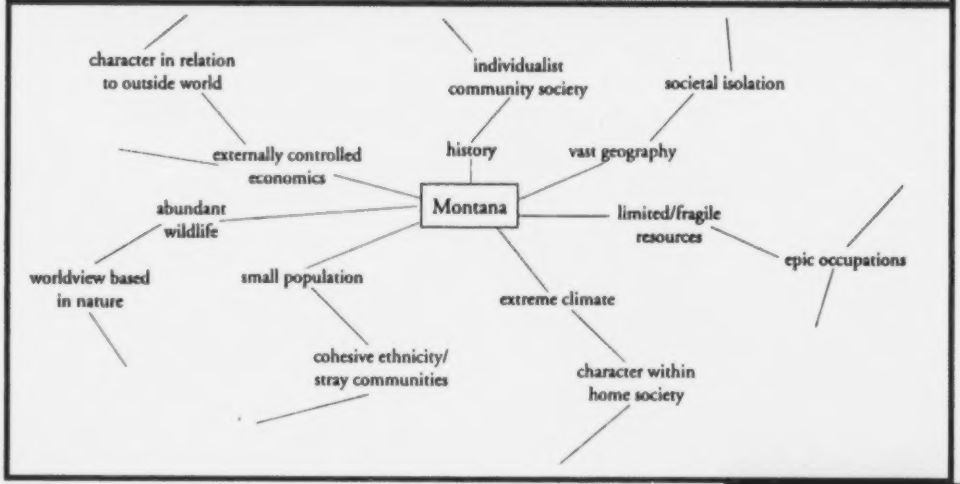

character in relation to outside world
individualist community society
societal isolation
externally controlled economics
history
vast geography
Montana
abundant wildlife
limited/fragile resources
epic occupations
worldview based in nature
small population
extreme climate
cohesive ethnicity/ stray communities
character within home society

Figure 3.7

BEST COPY AVAILABLE

Reading and the Social Studies

Teachers should focus on the concepts that their students must learn, not on the specific facts found in the textbooks. Students need help to put the pieces of information into meaningful contexts. Teachers should also include direct instruction of learning strategies necessary for student success.

Social studies teachers should identify a student's inability to successfully read the textbook as a primary problem. Efforts must be made to match students and prospective texts or other written material. Students must learn how to use their social studies textbooks effectively.

The foundation of knowledge must be laid by reading.
—Samuel Johnson

The more thoroughly teachers prepare students for the assigned reading, the more likely students will comprehend the material. Previewing the headings, italicized words and summary statements helps to establish the purpose for reading. Silent reading followed by discussion is a form of rereading the content. Analysis of the author's arguments calls upon thinking skills. Extension activities provide students with opportunities to incorporate new ideas. Assignments should be specific, and teachers need to provide clear direction as to why the material is being read, how it will be used, and what strategies would be most effective.

Prereading activities, important to building appropriate background experiences for students, range from anticipation guides to audiovisual presentations and help students develop the background to successfully handle social studies reading. Varying student experiences can be linked by providing a variety of materials on a topic or by using a number of different examples. One practical strategy to improve reading skills is the Directed Reading Thinking Activity (DRTA). This thinking strategy prompts students to predict what the assignment will be, to absorb information as it is read, to reject or revise predictions, and to develop habits of testing predictions through reasoning. This practice helps students set their own purposes for reading and to establish a dialogue with the author.

Directed Reading Thinking Activity (DRTA)

Description

The Directed Reading Thinking Activity (DRTA) is a strategy to get students to make inferences while reading. The teacher's role is to guide students through a selection to help them formulate questions, make predictions, and validate or reject their predictions. The strategy should be taught over a period of time as the teacher gradually reduces guidance until the students begin to use the strategy independently.

Procedure	
Step 1:	Activate background knowledge. "Look at the picture and the title on the first page of the selection. Think about what you already know about this." Share ideas.
Step 2:	Predict and set a purpose. "Predict what the selection will be about." "What do you think will happen next?" Support the prediction. "Why do you think so?" "What evidence do you find to support your prediction?"
Step 3:	Read the selection silently. Remind students to keep their predictions and purposes in mind as they read.
Step 4:	Confirm or reject the predictions. "What predictions can you prove?" "Why or why not?"
Step 5:	Repeat the cycle with the next section of the selection.

Many teachers find it useful to write predictions and modifications on the board to focus the discussion as the students progress through the selection.

DRTA also can be considered a general instructional model for teaching as it integrates all the various strategies the reader uses before, during, and after reading. For example, the teacher might expand the third step to include using an opinion/proof strategy and follow up with application and integration activities that make use of this frame.

Santa 1988
Wisconsin Department of Education 1988. Reprinted with permission.

Examples of Reading Materials

Newspapers and Magazines	Research Materials	Symbolic Materials
Current events Controversial issues Feature articles Political news	Encyclopedias Biographies Texts Journals Research reports Histories	Globes Maps Morse code Photographs Fine art Music sheets Political records Cartoons Ballots
Problem-Solving Materials	**Trade Books**	**Primary Sources**
Building models Making clothes from patterns Reconstructing human culture from artifacts	Nonfiction books Biographies History Poetry Anthropology Geography Political Science Economics Human Relations	Family documents Letters Government documents Reports of interviews

Wisconsin Department of Education 1990. Reprinted with permission.

Writing and the Social Studies

Writing promotes learning of the social studies by requiring active attempts at making meaning, requiring planning and reviewing, connecting prior knowledge with new information, making student's thought processes visible and accessible, and helping students to develop higher-order thinking skills. Students who write about a concept are less likely to find the concept confusing. And those who see that writing can be useful in a wide variety of contexts will be motivated to become better writers. The more students write, the more relaxed and positive their attitude toward writing will be. Students with positive attitudes toward writing are more likely to write well.

Social studies teachers can improve methods of assigning and assessing writing in a variety of ways. Here are a few examples:

- Assign frequent short assignments rather than a single long one. Repeated practice is important in learning writing as in learning any skill.

- Be clear in expressing the purpose of a writing assignment. Written assignment sheets specific to each assignment provide guidance through the writing process and answer many students' questions.

- When planning major writing assignments, provide ample time and opportunity for students to brainstorm, explore ideas, and develop their ideas through several drafts.
- Assign some writing that will not be evaluated. Idea logs, notebooks, summaries, and brief writings to clarify concepts will serve a more useful purpose if they are viewed as means, not ends.
- Rather than saving all feedback for the final evaluation of a paper, provide feedback as students produce drafts, giving them opportunities to apply teacher suggestions.
- Provide opportunities for students to talk about their writing topic. Use mini-conferences and small student groups to provide feedback during the students' writing process. Oral comments are faster and often more effective than written ones.
- Pay attention to strengths as well as weaknesses. Success promotes further success.
- Focus on one or two concerns at a time. Work first with ideas and organization, then with mechanical correctness. Do not expect students to address everything at once.

Writing activities are limited only by imagination. Social studies writing techniques, such as those that require students to establish a voice and an audience, promote thinking. The following are illustrative examples of writing activities appropriate to each cluster level.

It is better to know some of the questions than all of the answers.
—James Thurber

Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Informal discussions Show-and-tell Pantomine Dictating or writing experiences, captions or observations Calendar Letters	Journals Dictation Writing from memory Writing about pictures Letters Written show-and-tell Writing experiences, directions, captions, or observations	Journals Panel discussions (with written preparation) Informal oral presentations (with written preparation) Short scripts Script enactments Letters Records of observations Basics in using research sources Position papers	Journals Panel discussions Oral presentations Interviews Reportage Research Profiles Reflections Generalization and theory Position papers Peer/self-critiques Letters to editors Field notes

Wisconsin Department of Public Instruction 1990. Reprinted with permission.

Independent Study

This technique may take several forms, all of which give major responsibility to the learner for shaping how and what will be learned. Independent study includes projects, group work, research reports, community action and internships. Independent study usually extends over a period of days or weeks. Students receive guidance from teachers and/or consultants. Any independent study involves planning, setting purposes, gathering information and/or experience, reporting and assessing the results.

A more structured method of independent sudy has been developed for dealing with talented and underachieving students. Under this plan, students first decide how long they will spend on a curriculum topic or unit, thus controlling the element of time. Students then determine what materials they will use for their study. The next step allows students to sequence the materials and topics in the curriculum. This may involve the substitution of new topics for those included in the existing curriculum. The students and teachers set performance criteria to measure the end product. Finally, students, along with their teachers, evaluate their own performance.

Community Service Experience

From American educators to the President of the United States, there is renewed call for all young people to engage in voluntary school and community service opportunities as part of their preparation for citizenship. According to Rutter and Newmann (1989), however, community service programs do not necessarily promote citizenship skills; in fact, goals are often interpreted in terms of individual rather than public experience.

If community service programs are to help develop civic responsibility, they must be structured to deal directly with issues of student commitment, sense of social responsibility, and political participation. Program activities ought to be designed to foster social responsibility and commitment reather than only individual development.

Community service placements are successful when student:

1) efforts respond directly to social need or contribute to the general welfare;
2) accompanied by a reflective seminar that focuses directly on issues of social responsibility; and
3) given enough time to build reflective commitment.

Rutter and Newmann 1989
National Council for the Social Studies. Used with permission.

Teaching/Learning Activities and Methods—Sample Worksheet

Unit: ____________	Day/ Week 1	Day/ Week 2	Day/ Week 3	Day/ Week 4	Day/ Week 5	Day/ Week 6	Day/ Week 7
AV Presentations							
Case Studies							
Community Service Experience							
Computer							
Construction							
Cooperative Leraning							
Debates							
Dioramas							
Discussion:							
Question/Answer							
Open-Ended							
Guest Presentation							
Interactive Technology							
Interviews							
Journals/Logs							
Lectures							
Primary Sources							
Research:							
Independent							
Group							
Role Play							
Simulations							
Student Presentations:							
Oral							
Video							
Dramatic Interpretation							
Mock Trial							
Models							
Other							

Library Media, Information Skills, and Technology

Library Media and Information Skills

The curriculum development process and the daily instructional process can be enhanced through the library media programs and the professionals who lead them. The library media specialist, in partnership with classroom teachers and other instructional leaders, represents a school resource with special expertise in:

- integration of library and information skills in the curriculum; and
- selection and acquisition of materials found in school collections and elsewhere for use by administrators, teachers, and students.

Curriculum Development Process

The Curriculum Development Committee, wherever possible, should include the library media specialists in the development of the social studies curriculum. Library media specialists bring to curriculum committees:

- A special knowledge of material resources. Library media specialists can secure existing curriculum guides for review by the committee through data base searching and other avenues. They are aware of a wealth of professional reviewing resources for print, audiovisual materials, and interactive media programs for use in instruction. They have a broad knowledge of and special training in selecting those materials which accurately depict the cultural diversity and pluralistic nature of American society. They have expertise in the technical evaluation of materials. They have experience securing materials through interlibrary loan from outside the district.
- A unique perspective. Library media specialists work in an environment that is unlike the classroom. They work with all students and teachers in a given building and have a sense what students throughout the grades are interested in and how they respond to various materials. They are training to understand technology and apply it in ways useful to instruction.

Daily Instructional Process

In partnership with every classroom teacher, the library media specialist works toward the natural integration of library media materials, services, and information skills in daily teaching and learning activities. Without doubt, library media skills are best learned when students see the relevance of their own information needs, when they are prepared for the skills instruction by their teachers, and when the learning is followed by assignments that apply principles they have learned. Teamwork in planning and teaching is the key to a successful library media instruction program.

The curriculum committee needs to keep in mind that library media specialists are teachers trained in curriculum and instructional development. They are available to:

- give instruction and guidance to students in learning to locate and use information from a variety of sources and in a wide range of formats, integrating these skills into existing curriculum;
- cooperate in designing units of instruction so as to include options for student learning and to acquire appropriate resources for students of all ability levels and learning styles to complete assignments;
- in collaboration with other teachers, build collections that will better respond to curriculum goals and objectives;
- supply reviews and/or arrange for previews of materials being considered for purchase;
- provide reading guidance to students to enhance curriculum emphasis, such as cultural pluralism and understanding of geographical concepts;
- participate as a partner in curriculum design or revision, offering suggestions for supplementary materials, exploring new technologies for curricular applications and building collections that will support the curriculum;
- train students or teachers in the use of new media formats and their accompanying technology; and
- explain media services such as video recording, interlibrary loan, production of instructional materials, computer fileserver and other telecommunications.

. . . the intelligent use of technology is now indispensible for creating a true, collaborative world of learning.

—Dee Dickinson

Technology Resources

Computers

Computers are powerful, versatile tools in the classroom. As independent, stand-alone units, computers can be used by students working in teams, pairs or as individuals, or by teachers as an "electronic chalkboard." Connected to a telephone line and modem, the computer becomes a valuable tool for conducting online research and data gathering, communicating with others over vast distances, teleconferencing and participating in interactive simulations in international forums. When classroom computers are connected to a schoolwide network, students can access online encyclopedias (such as Grolier's or Compton's) housed on CDs in the library media center. Students can also participate in joint activities with other classes and take advantage of interactive software that is not available for stand-alone computer systems.

A complete computer software collection includes computer-aided instruction (CAI) or drill and practice, tutorials, applications (keyboarding, word processing, spreadsheet, database, telecommunications, graphics and desktop publishing), simulations, and interactive activities that challenge students to apply problem solving and thinking. In addition, computers serve as the host vehicle for an interactive multimedia system, including cameras and camcorders, CD players, videodisc players, printers, fax machines, televisions and VCRs. Computers can record and reproduce sound, voice and music. They can capture and display voice, video and data. They can run videos directly on the computer monitor or as part of a slide show presentation through the emerging technology of compressed video. But most importantly, computers can encourage students to engage in active, creative learning. This occurs when computers and other technologies are integrated into the curriculum and classroom instruction.

Simulations

Simulations combine roleplay, debate, decision making, problem solving, critical thinking, "what if" experimentation, and discussion skills to address complex issues and events. Students interact with one another and with the challenging real-life dilemmas posed by the software and videos. Interactive software programs encourage students to use their best problem-solving and thinking skills as they "travel" around the world or through history. Online interactive simulations, such as National Geographic Society's Kidsnet, afford students an opportunity to work cooperatively on global studies and global issues with students around the world. Other examples include Decisions, Decisions, GTV: A Geographic Perspective on American History, Where in the World is Carmen San Diego, and SIM City.

Databases

A powerful aspect of technology is its ability to store, retrieve, manipulate and analyze information contained in databases. Databases are collections of raw data and descriptive information listed by field names or identifiers which enable students to conduct research, sort information into usable units, and manipulate data as part of social studies inquiry. Small databases may be kept on disks, moderately large databases on hard disks and file servers, and massive database (such as encyclopedias) are found on CD discs and mainframe computers. With a computer, modem and telephone line, students can access various online databases, such as Dow Jones, or conduct surveys via electronic mail systems or electronic bulletin boards. Databases are an integral part of social studies inquiry. Some examples of databases are Timeliner and PC Globe; databases available on CD discs are ABC News Interactive and Grolier's Encyclopedia.

Desktop Publishing

A technology-integrated social studies curriculum invites opportunities for students to engage in desktop publishing as they work to create social studies research reports. Desktop publishing calls upon a vast array of skills—reading, research, writing, graphics, art, layout, design, etc.—and encourages students to apply their knowledge and skills in producing materials that focus on real issues from the students' perspective. PageMaker and Children's Writing are examples of desktop publishing programs.

Telecommunications

When technology is an integral part of the instructional program, a wealth of learning opportunities can be opened up in a variety of social studies areas. Students can witness events as they happen or examine the contexts of historical record. They can tap into online sources for information from library media centers, television and media associations, research institutes and educational institutions. Telecommunications in the classroom can be accomplished via voice, data or video contact through:

- a computer, modem and telephone line (a speaker phone is an asset);
- instructional television, which is part of a distance learning network; and
- satellite teleconferences.

Through telecommunications, students can participate in interactive simulations, teleconferences, joint research projects and impact studies with students at home and abroad through programs such as those listed.

- Research Projects—National Geographic Society's *Kidsnet*, research projects on various themes and topics;

- Star Schools—Distance Learning;

- METNET—Montana Educational Technology Network - Montana electronic bulletin board system regionally linking schools across the state.

Interactive Videodiscs/Multimedia

One the most promising of the emerging technologies is the interactive or laser videodisc. Students learn by viewing, discussing, researching, roleplaying and debating issues that are presented through the interplay of text, graphic images, charts and tables, and full motion videos. Students and teachers can scan through the enormous masses of information stored on the videodiscs in a matter of seconds. Used in conjunction with texts, computers and other print materials (such as newspapers and periodicals), videodiscs bring the world into the classroom in a manner that is both captivating and realistic.

Evaluation of Print/Nonprint Materials

Nonprint materials remain an important part of social studies instruction, yet often they are selected with little proper appraisal of their usefulness. The social studies committee should select filmstrips, videotapes, records, films, laserdiscs, CDs, software, artifacts and other nonprint materials as carefully as they select textbooks and other printed materials. Nonprint materials need to be examined for gender and ethnic stereotyping and treatment of the exceptional students just as carefully as print materials. These materials should be matched with local goals, student needs and interests, expertise and support from teaching staff, and financial concerns

Evaluations of nonprint materials are available from many sources. Professional journals usually include comments from teachers about materials recently released. Media specialists can provide valuable information. Often, nonprint materials are previewed by committees before adoption. When materials are being examined, they should be judged by the same criteria that the committee has selected for print materials. They should:

- be clear and easy for pupils to comprehend;
- provide information best presented in a given format;
- allow students with differing learning styles to use them readily;
- justify cost;
- provide unique learning opportunities;
- show no evidence of bias;
- be easy to use; and
- involve the students more than a text can.

Adapted from Connecticut State Department of Education 1987. Used with permission.

Assessment in the Social Studies

Educators are beginning to recognize the close relationship among assessment, instruction, student learning, and curriculum. According to the Montana School Accreditation Standards (10.55.603), "local school districts are responsible for incorporating all the program area standards into specific curricula, and for extending them to help students meet the challenge of the future . . . Student assessment shall be used to examine the program and ensure its effectiveness."

This guide addresses the two main components of assessment: student assessment examines the progress of individuals or classes, and program evaluation determines whether the curriculum, the materials, and the instructional approaches are meeting the expected results.

Any piece of knowledge I acquire today has a value at this moment exactly proportional to my skill to deal with it. Tomorrow when I know more, I recall that piece of knowledge and use it better.

—Mark Van Doren

Student Assessment

Current thinking is that standardized tests give teachers and curriculum developers little useful information (Kysilko and Earle 1992). The problem with traditional standardized tests is that they often are removed from real-life situations and seldom are tied to the curriculum. Often the material tested is not taught extensively or not taught at all. Therefore, such tests provide only a portion of the information needed to evaluate student growth and curriculum effectiveness.

The question is not whether student progress should be assessed, but rather how it should be done. Research findings support the use of "authentic assessment"—tests that reflect the nature of the program area being tested are intellectually challenging, use multifaceted scoring systems, and test what students can do in real situations. According to assessment specialist, Grant Wiggins (personal interview 25 October 1991), ". . . tests determine what teachers actually teach and what students will study for." He suggests that teachers, "test those capacities and habits we think are essential and test them in context."

Assessment should help set standards for the level of performance of what students must know and be able to do in the social studies. So the question becomes, how do we design better assessment tools? Consider the following ideas from McREL (1993) as a beginning for conversation on effective assessment.

ASSESSMENT IDEAS TO CONSIDER

- It is integrated with instruction to continue learning progress and is authentic in content and performance requirements;
- Measures personal progress and achievement, rather than comparing an individual's performance with the performance of others, and fosters personal learning goals;
- Redefines *success*; standards should be based not on competition, but on self-selected or collaborative learning goals that promote self-generated solutions;
- Enables students to make various choices, including the types of products for demonstrating achievement of educational standards;
- Measures student growth and allows for the highest levels of performance on developmentally appropriate standards; standards are formulated in such a way that every student has an opportunity to excel at something; and
- Promotes students' self-reflection on their growth by providing opportunities for self-assessment and thoughtful feedback on learning progress.

Mid-Continent Regional Education Laboratory 1993. Reprinted with permission.

In this era of accountability, assessment is considered as the means to educational reform. Meaningful assessment provides the approach that can verify and create an environment conducive to student learning.

. . . we needed a process for school district improvement that built a vision of student success, created commitment instead of compliance, was clear about expectations and outcomes, and developed an evaluation design to measure both process and product.

—Stephanie T. Tesch

Program Evaluation

An analysis of the existing curriculum; as related to current theory and practice, should prioritize changes needed within the district. Assessment should depend on a local district's goals and areas of emphasis in the social studies program. Effective assessment and evaluation require continuous planning to provide accurate information. Information can be gathered from needs assessments, surveys and staff interviews. Program evaluation should include: 1) a review of how well students are meeting objectives; 2) a determination of the effectiveness of various components of the program; and 3) identification of program needs and direction for change.

To be effective in assessing and evaluating programs, the faculty and administrators must join together in analyzing actual student work as a basis for informed professional judgments. For school-related decisions, administrators, parents, teachers, and

BEST COPY AVAILABLE

community members should go beyond the standardized test and develop additional assessment methods in order to broaden their perspective about the conditions that promote student learning.

By expanding the role of teachers' assessments of students, curriculum can be improved in two important ways. First, attention is focused on the critical goals of the school's social studies program not addressed by current testing tools. Second, teachers must become expert assessors of their students' capabilities and, therefore, make decisions about content and pace that more accurately reflect changes in the curriculum.

Direct observations of behavior, portfolios of student work, long-term projects, logs and journals, student interviews, videotapes of student performance, and writing samples can all be used as assessment tools. This assessment data can then be used as evaluative information for reflective practice and as a basis for cooperative decisions about curriculum and instruction.

A successful program combines appropriate curriculum, effective instruction, and properly applied assessment. A curriculum planning committee should ask many questions as they assess the social studies program, including the following:

- Is the social studies program represented by an effective social studies K-12 curriculum committee?
- Has the curriculum committee established a philosophy statement and goals for the social studies? Do the goals and philosophy statement address the needs of the students and community?
- Are these consistent with the district's overall philosophy and goals?
- Does the social studies curriculum program include:
    1. social studies philosophy, goals, and objectives?
    2. social studies scope and sequence?
    3. identification and listing of the content, skills, thinking, values and attitudes the program expects to develop?
    4. assessment plans to evaluate the local curriculum and measure student progress?

- Does the social studies program reflect the social studies program area standard (Rule 10.55.1601) identified in the Montana Accreditation Standards?
- Does the social studies program include instruction in economics, geography, civics and government and history in a planned, ongoing and systematic manner?
- Does the school ensure that all students are knowledgeable in United States history, including instruction in United States government at all levels, and in the duties, responsibilities and rights of citizenship?
- Do the social studies program and materials include a multicultural perspective that reflects accurately our nation's pluralistic society?
- Do the program and materials encourage the discussion of controversial issues, with a balanced representation of opposing points of view?
- Do the social studies program and materials relate directly to the age, maturity and concerns of students?
- Are planned, ongoing and systematic professional development activities available to teachers?
- Does the social studies program offer a wide variety of teaching strategies that involve students in active learning?
- Do strategies of instruction and learning activities rely on a broad range of learning resources in addition to the textbook?
- Does the social studies program have access to and utilize computers and other technologies for instructional purposes?
- Is student assessment used to improve the social studies program?
- Is there K-12 coordination of and articulation within the social studies program?
- Does the social studies program provide for students to engage in community service activities and participate in civic affairs of school and community?
- Does the social studies program accommodate students in need of special or supplemental instruction and, at the same time, achieve the goal of democratic participation through heterogeneous grouping practices?
- Does the program implement new perspectives in the social studies?

Such questions are a step toward developing program evaluation tools that convey to other educators the implications of an interactive, interdisciplinary and integrated view of the social studies program. Assessment and evaluation based upon our best knowledge of curriculum and program development send a message in support of sound, up-to-date practices in social studies. Administrators should not have to set aside good program development to prepare students to take a test; instead, good program development correlated with current assessment and evaluation practices should be in the best preparation.

Assessment Tools

Portfolios

Student portfolios provide a way to collect a large body of finished and unfinished work. Portfolios may include such things as: group assignments and team ideas, student writings, reflections, journal entries, reactions, and feelings; problems and investigations; rough drafts and finished products; creative expressions (art, audio and videotapes, and photographs), and teacher comments and assessment; self-assessments; teacher observations, and progress notes written by the teacher and student. The portfolios are evaluated on the following criteria: evidence of critical and creative thinking, quality of activities and investigations, variety of approaches and investigations, and demonstration of understanding and skill in situations that parallel previous classroom experience.

Error-free thinking is not necessarily superior thinking.
—*Edward DeBono*

Anecdotal Records

Anecdotal records are primarily notes that record the interactions observed in the classroom. Teachers need to accentuate the positive as much as possible when using anecdotal records. Notes can be collected systematically (for example, daily, weekly) on individual children as well as the class as a whole.

Learning Profiles

Learning profiles provide an insight into the strategies used by children. Profiles also provide information on attitudes and learning styles. Information is collected via surveys and questionnaires on an individual basis.

Many teachers develop learning profiles early in the year in order to address specific student needs and determine appropriate materials.

Journals and Logs

Logs and journals provide an up-to-the-minute view of how students are progressing and a current running record of what is happening within the classroom. Entries in journals and logs are usually made on a daily or weekly basis. Dialogue journals, for example, between students and teachers, help provide very useful documentation of student work.

Checklists

Checklists can be teacher made or obtained from curriculum guides. Developmental lists are useful as reference or quick assessment tools. Checklists serve as a method to document observable behavior, thoughts, and reflections made in the classroom.

Students' Work

Much student work can be collected to assess academic growth in social studies. Puzzles, maps, pictures, and other projects provide important information relating to how a student is thinking and learning. Materials can be stored in folders, noting the contents on the cover.

Self-Assessment Records

Self-assessment records help reveal the frustrations, difficulties, and positive aspects of being a student in a particular classroom. By expressing their feelings in a written form, students can better understand their relationship with peers, teachers, and others. Students need to become aware of their own growth and achievements.

Conference Records

Information gathered during a student conference is useful in reassessing learner goals. Teachers can become aware of why a student used a certain strategy to complete a lesson. Mini-sessions allow students to talk freely and express their feelings about what they are learning. A loose-leaf binder can be used to record statements made during the conferences to plan instructional practices at a later date.

Tests and Exams

Teachers, students, and publishers produce many different types of tests and exams. Examples of objective tests include true-false, multiple choice, fill in the blank, short answer, and matching. Examples of subjective tests include essays, rating scales, and score sheets.

Analytic Scoring

Analytic scoring is a method of assessment in which a piece of writing is read and scored for specific criteria such as idea and content, organization, sentence fluency, use of standard writing conventions, voice, and word choice. The essay is scored on its success in meeting each of the criteria.

Score Sheet/Rating Scale

A scoring sheet outlines each of the criteria which were established as achievement targets for students on a particular assignment. The scorer (teacher, self, or peer) evaluates the success of the speaker/writer in meeting each criteria on a continuum.

Adaped from *Communication Arts Model Curriculum* 1991. Office of Public Instruction 1991. Used with permission.

SECTION 4—Where to Begin

- **Curriculum Development: A Process**
- **Organizing the Social Studies Curriculum**

Curriculum Development: A Process

A curriculum guide for the local school district is a plan for learning. It is a written synopsis of an overall instructional program; for the social studies, as well as for all subject-areas, a curriculum guide covers all levels of learning from kindergarten through grade 12, with a focus on the future needs of those students. A major purpose of the local school district social studies curriculum guide is to assist classroom teachers in developing detailed course outlines and instructional sequences across all grade levels and for each cluster, grade level or course taught.

The purpose of this Montana Social Studies Model Curriculum Guide is to help local school districts develop their own social studies curriculum. As the work to plan and strengthen social studies instruction begins in schools, the curriculum committee might consider the following questions to guide the process.

1. Is the K-12 program designed with clear purpose to ensure significant, cumulative learning?
2. Is sufficient instructional time available to accomplish the purpose?
3. Within the K-12 curriculum is enough coverage provided to establish the content for several in-depth studies of highly significant issues, topics, or events? Has an appropriate balance been established between coverage (to assure sufficient context for comprehension) and depth (to assure interest and meaning)?
4. Does the content include a balance between the past and present and application to the future?
5. Is there appropriate attention to a balance of local, state, national, and international content and recognition of the interrelationship among these contexts?
6. Is the content based on history, geography, and the social sciences as well as integration, where appropriate, with other subject areas?
7. Are a variety of materials available; e.g., visuals, related fact and fiction, news sources, primary sources, textbooks?
8. Are a variety of strategies implicit; e.g., cooperative learning, discussions, simulations, research projects, community service?
9. Are a variety of types of evaluations possible; e.g., projects, community service, exhibitions, portfolio collections?
10. Do classroom and school climate model democracy and promote participatory citizenship?

Let us put our minds together and see what life we will make for our children.

—Sitting Bull

11. Will each student gain knowledge of their heritage and develop a hopeful and powerful vision of personal importance to the improvement of the common good within the immediate local community and beyond?

12. Is each student encouraged to make a positive contribution in the current and future spheres of influence—the classroom, the school, the community, the nation, and the world?

National Council for the Social Studies. Reprinted with permission.

Process for Curriculum Development

The following sequence may assist in the curriculum development process.

I. Preliminary Planning

A. *Establish a committee*

The social studies curriculum development committee should

- broadly represent the district, including classroom teachers representing individual buildings, administrators, students, parents and community representation, noneducator professionals/specialists in race and sex equity issues, social studies specialists, reading specialists, special education teachers, and library media specialists, where appropriate;
- represent each grade level or the several grade-level clusters; for example, K-2, 3-5, 6-8, 9-12.

B. *Develop a plan*

The social studies curriculum development committee should set out a plan before organizing staff development, writing any curriculum, or reviewing materials to purchase. Include a list of tasks, a time line, and a list of who is responsible for what. The tasks should be written in chronological order within the time frame established by the school district curriculum development committee.

C. *Identify available resources and examine scholarly research*

The social studies curriculum development committee should have access to a wide variety of resources. Among resources to consider are the materials available, including data base searches, journals, exemplary curricula, sample courses of study, and other models. Essential national documents ought to be studied by the committee. The following publications have become the "foundation" for national social studies restructuring. Each document is referenced fully in the Bibliography.

Charting a Course: Social Studies for the 21st Century, National Commission on Social Studies in the Schools.

The National Commission on Social Studies in the Schools is a joint project of the American Historical Association, the Carnegie Foundation for the Advancement of Teaching, National Council for the Social Studies, and the Organization of American Historians. *Charting a Course: Social Studies for the 21st Century* is the commission's report.

> *I believe that students can learn about another time and place by reading its religious literature, its poetry, and its novels and by learning about its heroes, its architecture, sports, foods, occupations, and technology.*
>
> *—Diane Ravitch*

This report contains characteristics of a social studies curriculum for the 21st century, preamble and goals, a recommended curricular scope and sequence, and eight essays linking the social sciences and history of social studies education.

Building A History Curriculum: Guidelines for Teaching History in the Schools, Bradley Commission, Educational Excellence Network, Washington, D.C.

The Bradley Commission published these history guidelines to underscore the importance of developing and maintaining a vigorous history curriculum. The commission makes several recommendations, among them are that: historical studies should focus on thematic context and chronological perspective to develop critical judgment capabilities; no fewer than four years of history be required between grades seven and twelve; and the curriculum should include the historical experiences of peoples from all parts of the world and all constituent parts of those societies. Also included are: suggested topics for the study of U.S. history, world civilization, and western civilization; curricular patterns or course sequences; and criteria for the examination of the structure, priority, and content of courses.

History-Social Science Framework, History-Social Science Curriculum Framework and Criteria Committee, California State Board of Education.

The California *History-Social Sciences Framework* for the teaching of the social studies is a major departure from current practice. The goals of the framework fall into three broad categories: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. The curriculum is history centered and provides a strong literature base to the content.

Guidelines for Geographic Education, National Council for Geographic Education.

The Association of American Geographers and the National Council for Geographic Education have published *Guidelines for Geographic Education—Elementary and Secondary Schools.* This document identifies several grade-level geographic concepts and suggests geographic learning goals for students.

Additionally, the NCSS broad-based resource will be most helpful to the curriculum development process.

Social Studies Curriculum Planning Resources, National Council of the Social Studies.

In this publication, the National Council for the Social Studies has compiled a variety of resources for social studies professionals to use in planning, evaluating, and revising curriculum. Among these resources are criteria for excellence in social studies, model scope and sequence statements, NCSS position statements, and an annotated bibliography.

D. *Provide staff development for the committee*

Staff development activities may be necessary to explore current research and thought in the social studies and to help committee members develop a common frame of reference. Before organizing and writing the guide, the committee should review and discuss the following:

- social studies goals and content;
- current literature pertaining to social studies;
- successful curriculum models; and
- sources of consultant help.

E. *Conduct a needs assessment of present social studies curriculum*

The committee should determine the current status of social studies instruction in the district. This needs assessment will help to identify discrepancies between present practice and desired outcomes.

The committee will decide what information to collect, how that information will be collected, and how it will be analyzed. The information that should be collected includes:

- content currently taught at all grade levels, K-12;
- approaches being used in teaching the social studies;
- instructional resources used;
- data on student achievement;
- curricular needs and interests as perceived by students, teachers, administrators, and parents;
- school district research, reports on perceptions and expectations of community members; and
- information about staff preservice training and continuing professional development.

The results of this examination should help the committee identify strengths and weaknesses in the existing curriculum. The results can also serve as a base for designing a new program or revising the existing one and for setting content and instructional priorities. See pages 17-18 for sample surveys.

If our concern is with classroom practice, perhaps that is where our curriculum attention and effort ought to be directed.
—Catherine Cornbleth

F. *Identify students' educational needs*

As the committee develops the new curriculum, the educational needs of students should be addressed. These needs may be:

- individual learning styles;
- developmental and cognitive learning levels;
- special physical needs;
- sensory and language needs;
- English as a second language;
- extraordinary learning disabilities;
- extraordinary learning gifts and talents;
- cultural/family background; and
- educational background.

Members of the committee are encouraged to consult with specialists and/or other teachers as they develop the curriculum to be inclusive of all the students in the school district. An example checklist on meeting students' needs is available on pages 17-18 in this section..

G. *Select curriculum format*

Exemplary guides from local districts, Montana Office of Public Instruction and other states' departments of education, and professional organizations should be reviewed for appropriate formats.

A common organizational design and method of presentations should be selected. Attractiveness, readability, and usefulness to teachers are also important considerations.

II. **Social Studies Curriculum Content**

A. *Statement of philosophy*

The statement of philosophy which governs curriculum development and instruction in the social studies should reflect the local school district's education philosophy. It should take into account the current professional developments in social studies, established values for the field, and the values of the local community. The statement of philosophy for the social studies should also cover provision for students' future needs.

B. *Establish learner goals*

Learner goals are developed from the broad social studies goals. They refer to specific desired outcomes of the instructional program. The learner goals identify specific social studies content to be learned and applied.

The social studies might be organized into the following four categories:

Knowledge (Content)—Knowledge includes such things as generalizations, concepts, principles, and specific facts germane to the social studies.

Skills—Skills are tools, techniques, and methods appropriate for problem solving and for manipulating and organizing the body of knowledge to be learned and applied.

Thinking—Students need to be taught to think logically about public issues, to detect bias and determine the credibility of sources, to draw historical parallels, and to spend considerable time stating and clarifying issues.

Values and attitudes—What is a good citizen? The California framework answers this question in this way—students need to understand what is required of citizens in a democratic republic and understand individual responsibility for the democratic system.

C. *Develop teaching/learning environments*

It is often helpful to develop a schematic form that teachers can use in designing units of instruction. Part of this process is to identify appropriate instructional approaches and materials which would meet the learning needs of all students. Also, specifying learner goals, thematic questions, curriculum themes, selecting learning experiences, and identifying resources specific to the unit plans will be helpful. Attention ought to be paid to the integration of the social studies across the curriculum where appropriate.

> *As curriculum designers, we can learn from the director's questions . . . How does the script of a mystery build in challenges and obstacles that provoke thinking?*
> *—Grant Wiggins*

D. *Develop assessment/evaluation plan for social studies*

Assessment of student achievement and program effectiveness are vital to the development, implementation, and revision of the social studies curriculum. As teachers design units, the learner goals will direct the necessary assessment strategies.

III. Implementation of the Social Studies Curriculum

Once the curriculum has been developed, designing a realistic classroom or districtwide implementation plan is critical. If at all possible, the new curriculum ought to be tested or given a pilot phase for a trial run. Such a trial phase will permit the social studies teachers the opportunity to gather important information about the success and effectiveness of the new curriculum before making a total commitment to or significant changes in the curriculum.

A. *Identify staff development needs*

The staff members who are to implement the new curriculum need to be identified and their responsibilities clearly defined; the curriculum committee must determine staff development needs. Questions such as the following will help guide this process:

- How does the new curriculum differ from the current curriculum?
- How will new learning experiences and teaching strategies be presented to teachers?
- How will the necessary background information for teaching the content be provided to teachers?
- How will teachers be prepared to use new and different materials?
- How will teachers learn to use new methods of evaluation?
- How will teachers' ownership of the curriculum be nurtured?

B. *Develop a plan*

A specific plan for professional staff development should be designed by the curriculum committee in conjunction with the overall district professional development plan. This plan should be based on identified staff needs and other considerations, such as:

- time commitment,
- budget,
- teacher contract,
- participant selection, and
- resources.

C. *Identify staff responsibilities*

Successful implementation of any curriculum depends on identifying key staff to test program components. These staff members must clearly understand their roles in the eventual implementation of the entire curriculum.

The curriculum committee and administration should maintain ongoing communication and coordination among staff involved. This will be easier to accomplish if the curriculum plan clearly states rationale, philosophy, goals, objectives, content, scope and sequence, assessment methods, and expected learner goals for the total program so these can be easily understood by all. It is also extremely important that staff members involved in the program develop a sense of legitimate ownership of and commitment to the successful implementation of the curriculum. The degree to which this happens is dependent in large measure upon the active involvement of staff in all stages of development and implementation.

D. *Collect implementation data*

As the curriculum is implemented throughout the district, the curriculum committee should set up some means of gathering observations from teachers, students, and administrators. Formal monitoring during implementation will provide evidence that the curriculum is actually being implemented as designed. It is advisable to assign a building principal or teacher specific responsibility for serving as instructional leader of the monitoring process. This person can inform the curriculum committee about successes, failures, and changes necessary to keep the curriculum development and implementation process flowing smoothly.

E. *Evaluate data and revise the program*

A final step in long-range curriculum implementation is incorporating improvements suggested by the data collection process. This ensures continuing review and revision of the instructional program and should be reinforced by appropriate staff development effort.

IV. Evaluation of the Social Studies Curriculum and Instructional Program

Curriculum assessment and evaluation is the process of delineating and collecting information that can be used in judging learner progress and choosing program alternatives.

The assessment/evaluation process begins with the initial planning of the curriculum and continues throughout development and implementation of the instructional program.

- In the curriculum planning stage, a careful examination of the existing program has been recommended. Such a study serves both as an evaluation of the present program and a needs assessment for program change and development.

- During the development stage, evaluation is a constant process by which the curriculum framework, scope and sequence, content, and learning activities are weighted against accepted educational philosophy and goals.

- During the trial stage, evaluation consists of continuous data collection of the process. This assures that the curriculum is being used as it was intended; the need for program modifications becomes clear and changes can be made easily at this stage.

- Evaluation at regularly scheduled intervals after implementation has begun provides data which either confirm success or the need for further revision of the program.

- In addition, the district should review the availability of resources, both in the classroom and the library, and evaluate teaching techniques, classroom climate, and other factors. Such feedback brings out causes of and possible remedies for educational problems.

Assessment/Evaluation Process—Important steps in the assessment and evaluation process of a curriculum and instructional program are listed below.

A. Agree on an assessment plan
B. Develop and selecting appropriate assessment instruments
C. Establish an assessment schedule
D. Implement the assessment plan
E. Analyze and evaluate the results
F. Plan program modifications

Philosophy, goals, and outcomes are established in the first stages of curriculum development. When this early groundwork is done well, both formative and summative evaluation can proceed with the assurance that there are legitimate and defensible criteria for weighing results.

If both program goals and learner goals have been attained, no unusual curriculum revision may be indicated. However, in no instance should curriculum development stop completely. Even the best of curricula can profit from continuous examination. New knowledge, improved techniques, changing philosophies, and local priorities make curriculum and assessment development an ongoing process.

In summary, assessment and evaluation should be part of each stage of the curriculum development process. It should be continuous and carefully planned and should reflect social studies philosophy and goals as well as the educational evaluation philosophy and goals of the school district. Above all, assessment results should improve the learning experiences of students in the local school district.

Adapted from Wisconsin Department of Public Education 1990. Used with permission.

Curriculum Development Process

Tasks	Dates		Responsibility	Resources
	Beginning	Completion		
I. Preliminary Plan A. Establish committee				
B. Develop a plan				
C. Identify available resources and examine scholarly research				
D. Provide staff development activities for committee				
E. Conduct needs assessment				
F. Identify students' educational needs				
G. Select curriculum format				

Adapted from Minnesota Department of Education 1991. Used with permission.

Curriculum Development Process

Tasks	Dates Beginning	 Completion	Responsibility	Resources
II. Social Studies Curriculum Guide A. Statement of philosophy				
B. Establish learner goals				
C. Develop instructional units				
D. Develop assessment/ evaluation plan				

Adapted from Minnesota Department of Education 1991. Used with permission.

Curriculum Development Process				
Tasks	Dates		Responsibility	Resources
	Beginning	Completion		
III. Implement/Evaluate/Revise/Implement A. Identify staff development needs				
B. Develop staff development plan				
C. Identify responsibilities				
D. Collect implementation data				
E. Evaluate data and revise program				

Adapted from Minnesota Department of Education 1991. Used with permission.

Curriculum Development Process

Task	Dates Beginning	 Completion	Responsibility	Resources
IV. Evaluation of the Social Studies Curriculum and Instructional Program A. Develop an assessment plan				
B. Develop and select assessment instruments				
C. Establish assessment schedule				
D. Implement assessment plan				
E. Analyze and evaluate results				
F. Plan program modifications				

Adapted from Minnesota Department of Education 1991. Used with permission.

Developing a Statement of Philosophy

Developing a program philosophy is an important activity for social studies teachers. Statements of philosophy often include assumptions about society, students, and areas of study that make up the social studies. Statements of philosophy reacquaint teachers with the ideas of social studies, help give direction to the program, and communicate to parents and the community what social studies is all about.

Listed below are representative statements of overall purposes of the social studies that summarize and reflect the views of various individuals or groups. They indicate the scope of the alternatives but in no way exhaust the possibilities. In order to develop a philosophy statement for the social studies, teachers should carefully examine the following statements. If none of the positions clearly expresses your own, revise one of these statements or write your own philosophy statement in the space next to the letter (f). A curriculum committee or social studies department can use the exercise as a basis of formulating a local philosophy statement.

1. Rank the position from 1 to 6 in order of preference in the spaces provided in the left column.

2. With a small group of 5 to 7 individuals (colleagues, parents, or students), combine the individual rankings on the following grid and add up the total for each statement.

3. Discuss statements about which there is agreement and disagreement. Can the areas of disagreement be resolved?

4. Use the areas of agreement to help construct a philosophy statement for your social studies program.

____ (a) The main purpose of social studies in the school curriculum is to help develop a just and humane society. It aims to produce students who act intelligently in addressing social problems and who become active workers for social justice in the context of democratic values.

____ (b) The main purpose of the social studies in the school curriculum is to meet the ongoing needs of children and adolescents in a highly complex and rapidly changing society. The social studies program should aim to produce students with well integrated personalities, strong self-concepts, and without undue anxiety and personal problems.

____ (c) The main purpose of the social studies in the school curriculum is to keep alive the nation's and the world's historical record. It aims to develop students who will master the best of what has been written and said in the various fields that comprise the social studies.

____ (d) The main purpose of the social studies in the school curriculum is to produce adults who are contributing members of society. It aims to develop individuals who become conscientious consumer producers and law-abiding citizens.

____ (e) The main purpose of the social studies in the school curriculum is the intellectual development of students. It aims to produce students who become independent learners, interested in studying human activities in more meaningful ways.

____ (f) ____

____

Small Group Ranking of Statement

Statement	Individual Rankings							Total
a								
b								
c								
d								
e								
f								

Wisconsin Department of Public Education 1990. Used with permission.

Examining the Present Program

STUDENT SURVEYS

The questions below are typical of those which could be asked of students as part of a needs assessment. Wordings can be changed to adapt the questions for any course and any grade level. Teachers can read each question to primary students and ask them to circle a number that corresponds to their response. Or, a set of statements can be used to achieve the same results if students can mark a smiling or frowning face to show whether they agree or disagree with each statement.

These sample questions do not constitute a survey. They are presented as items which a committee might use.

1. In this class (specify), we most often do these things (check 3):
   - ☐ read books
   - ☐ listen to the teacher
   - ☐ perform experiments
   - ☐ recite
   - ☐ go on field trips
   - ☐ work in the library
   - ☐ take tests
   - ☐ look at films and filmstrips
   - ☐ talk about the book
   - ☐ listen to records
   - ☐ make maps (graphs, charts, pictures)
   - ☐ answer questions
   - ☐ construct things
   - ☐ do homework

2. In this class, I like to (check 3):
   - ☐ read books
   - ☐ listen to the teacher
   - ☐ perform experiments
   - ☐ recite
   - ☐ go on field trips
   - ☐ work in the library
   - ☐ take tests
   - ☐ look at films and filmstrips
   - ☐ talk about the book
   - ☐ listen to records
   - ☐ make maps (graphs, charts, pictures)
   - ☐ answer questions
   - ☐ construct things
   - ☐ do homework

3. To do well in this class and get a good grade, I have to (check 3):
   - ☐ be quiet in class
   - ☐ answer questions
   - ☐ listen to the teacher
   - ☐ ask good questions
   - ☐ do my homework
   - ☐ work in the library
   - ☐ perform experiments
   - ☐ work with others
   - ☐ do well on tests
   - ☐ develop good projects
   - ☐ suggest questions and ideas
   - ☐ understand the book
   - ☐ follow the teacher's directions
   - ☐ complete reports

4. I find the following work difficult in this class (check up to 3):
☐ answering questions
☐ participating in discussion
☐ working alone
☐ reading the textbook
☐ making maps (or other visuals)
☐ taking tests
☐ working out projects
☐ writing reports
☐ working with others
☐ thinking of good ideas

5. In this class, I like to work this way best (check only 1):
☐ alone ☐ in a pair ☐ in a small group ☐ with the whole class

6. I talk to my parents about this class (check only 1):
☐ not at all
☐ about once a week
☐ about once a month
☐ almost every day

7. If I could make one suggestion to my teacher about how to do things differently, I would say

____

8. If I could choose one aspect of this subject to study, it would be

____

9. The materials we use in this class are
☐ excellent ☐ very good ☐ good ☐ fair ☐ poor

Wisconsin Department of Public Instruction 1990. Used with permission.

Organizing the Social Studies Curriculum

The content and educational experiences of the social studies must be effectively organized. The Montana Accreditation Standards require local school districts to "define and organize the social studies learner goals, implementing them sequentially and developmentally, and building on previous goals."

Although the Montana Accreditation Standards do not require a specific sequence for social studies education, many Montana school districts follow a general pattern of K-12 course offerings.

Common Sequence of Course Offerings in Social Studies Education

Kindergarten: Self/Family

Grade 1: Family/Self/Neighborhood/Community

Grade 2: Neighborhood/Community/Family/Self

Grade 3: Community/Neighborhood/States and Regions/U.S. Geography

Grade 4: States and Regions/U.S. Geography/Asia, Africa, Australia, Montana State History and Geography/European/N.A.S.

Grade 5: U.S. Geography/States and Regions/Current U.S. History/Canadian, U.S. History Before 1860/Latin American Geography

Grade 6: European/Asian/African Geography/ World History

Grade 7: Montana History and Geography/Latin, Candian, African, Asian, Austrialian, European Geography/U.S. Geography and History

Grade 8: U.S. History Before 1860/U.S. History After 1860/Montana History and Geography/Government

Grade 9: World Geography/World History/Montana History

Grade 10: World History

Grade 11: U.S. History/Psychology/Sociology

Grade 12: U.S. Government/Psychology/Sociology/Economics, Comparative Government, othersModel

In this document, the social studies program is organized around ten themes and interrelated broadfocus questions that logically extend from identified K-12 learner goals. For further review of this model, please refer to Section 1, pages 5-6.

A variety of other models are available for consideration by a local school district. Each of the models summarized below is referenced in the bibliography.

Model I—History—Social Science Framework

The California History—Social Science Framework is history centered and emphasizes the use of literature to enhance the content. The K-12 goals and strands of the curriculum are:

- Knowledge and Cultural Understanding
    - Historical Literacy
    - Ethical Literacy
    - Cultural Literacy
    - Geographic Literacy
    - Economic Literacy
    - Sociopolitical Literacy

- Democratic Understanding and Civic Values
    - National Identity
    - Constitutional Heritage
    - Civic Values, Rights, Responsibilities

- Skills Attainment and Social Participation
    - Participation Skills
    - Critical Thinking Skills
    - Basic Study Skills

California State Board of Education 1989. Used with permission.

Model II—Global Education

Global education refers to efforts to cultivate a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global education is to develop the knowledge, skills, thinking, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence.

The major assumptions of global education are that social studies should provide students with opportunities 1) to learn to perceive and understand the world as a global system, and 2) to see themselves as participants in that system, recognize the benefits, costs, rights, and responsibilities inherent in such participation.

This curriculum model is based on four essential elements that are organized around five conceptual themes and four persistent problem themes.

Global Education

Elements:

- **the study of systems**
- **the study of human values**
- **the study of persistent issues and problems**
- **the study of global history**

Conceptual themes:

- **interdependence**
- **change**
- **culture**
- **scarcity**
- **conflict**

Persistent problem themes:

- **peace and security**
- **national and international development**
- **environmental problems**
- **human rights**

Figure 4.1
Kniep 1989. National Council for the Social Studies. Used with permission.

Model III—Charting a Course

The National Commission on Social Studies in the Schools proposed a K-12 curriculum based on developing a coexistence of diversity and tradition to cultivate participatory citizenship and encourage the growth of independent, knowledgeable young adults who will conduct their lives in accord with democratic principles and values. The commission proposed the following curriculum:

Grades K-3

- International perspectives and multicultural experiences
- Citizenship/decision making
- Introduction of basic concepts drawn from social studies areas
- Examination of environments near and far
- Development of the concept of community
- Stories about and descriptions of different types of people
- Geographic skills and concepts
- Ordinary and extraordinary people

BEST COPY AVAILABLE

- Stimulation of children's imaginations to achieve a variety of human social experiences
- Integration of reading, mathematics, other subject areas with social studies
- Use of holidays to introduce ideas and customs

Grades 4-6

- One year each of United States history, world history, and geography, taught in any order

Grades 7-8

- Two-year sequence of local community and a study of the nation

Grades 9-12

- World and American history and geography to 1750
- World and American history and geography 1750-1900
- World and American history and geography since 1900
- Government/economics and other course options

National Commission on Social Studies in the Schools 1989. Used with permission.

Model IV—Social Studies and the Education of Citizens

The National Council for the Social Studies (NCSS) Task Force on Scope and Sequence report, revised July 1, 1989, deals primarily with one dimension of the social studies program—the content. It is around the content or subject matter that skills and values are taught. The guide is based on the following assumptions:

- Critical thinking is a major outcome of the social studies;
- Subject matter at all grade levels will reflect a global perspective;
- Teachers, K-12, are responsible to teach, extend, and refine skills;
- Teachers will be sensitive to the competitive forces of social studies education in a democratic society—socialization and social criticism:
- Flexibility in selection of subject matter is necessary to allow teachers to deal with emerging problems and issues within the existing curriculum; and
- Learning environments must respect and accept diversity.

This is the NCSS 1983 Task Force K-12 model:

- Kindergarten: Awareness of self in a social setting
- Grade 1: The individual in primary social groups: understanding school and family life
- Grade 2: Meeting basic needs in nearby social groups: the community, the neighborhood
- Grade 3: Sharing earth-space with others: the community
- Grade 4: Human life in varied environments: the region
- Grade 5: People of the Americas: the United States and its close neighbors
- Grade 6: People and cultures: the eastern hemisphere
- Grade 7: A changing world of many nations: global view
- Grade 8: Building a strong and free nation: United States
- Grade 9: Systems that make a democratic society work: law, justice and economics
- Grade 10: Origins of major cultures: a world history
- Grade 11: The maturing of America: United States history
- Grade 12: One-year course or courses required; selection(s) to be made from the following:
    1. Issues and problems of modern society
    2. Introduction to the social sciences
    3. The arts in human society
    4. International area studies
    5. Social science electives

NCSS Optional Sequences for Grades 6-12

Local school districts may develop a mix-and-match option to capitalize on local teacher strengths, availability of instructional materials, and community expectations.

1. One year of American history at grade 11
2. Systematic study of all major culture regions of the world
3. At least one semester of economics and one semester of law-related studies

Optional Sequences for Grades 6-12

	Option 1:	Option 2:	Option 3:	Option 4:
Grade 6	People and cultures; Representative world regions	European cultures with their extension into the Western Hemisphere	Land and people of Latin America	People and cultures; Representative world regions
Grade 7	A changing world of many nations; A global view	A changing world of many nations; A global view	People and cultures; Representative world regions	A changing world of many nations; A global view
Grade 8	U.S. history with emphasis on social history and economic development	Economics and law-related studies (one semester each)	Interdisciplinary study of the local region (geographic, social, economic, historical) with an environmental emphasis	Interdisciplinary study of the local region (geographic, social, economic, historical) with an environmental emphasis
Grade 9	Economics and law-related studies (one semester each)	Cultures of the non-Western world	World history and cultures	World cultures
Grade 10	World history (both Western and non-Western)	The Western heritage	(two-year sequence)	The Western heritage
Grade 11	U.S. history (chronological, political, social, economic)	U.S. history (chronological, political, social, economic)	U.S. history (chronological, political, social, economic)	U.S. history (chronological, political, social, economic)
Grade 12	Series of options/ electives	Government (one semester); Issues and problems of modern society (one semester)	Economic and law-related studies (one semester each)	Economic and law-related studies (one semester each)

National Council for the Social Studies. Reprinted with permission.

BEST COPY AVAILABLE

Model V—Guidelines for Teaching History in Schools

Created in 1987 in response to widespread concern over the perceived inadequacy of history taught in American K-12 classrooms, the Bradley Commission answered the question, "Why study history?"

History is central to educating the private individual, the citizen, and the worker. To accomplish these three educational goals, the Bradley Commission recommends that the social studies curriculum be grounded in the "perspectives and modes of thoughtful judgment derived from the study of history." History's habits of mind are presented here:

History's Habits of Mind
• understand the significance of the past to their own lives, both private and public, and to their society.
• distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life.
• perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.
• acquire at one and the same time a comprehension of diverse cultures and of shared humanity.
• understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out in a tangle of purpose and process.
• comprehend and interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.
• prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.
• grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.
• appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" of history as cures for present ills.
• recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and evil.
• appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs.
• understand the relationship between geography and history as a matrix of time and place, and as context for events.
• read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.

Bradley Commission 1989. Reprinted with permission.

Suggested Elementary Curricular Patterns

The Bradley Commission suggests the following as possible alternative course sequences by which curriculum committees might improve the social studies program in elementary grades.

Pattern A

Grade	Course
K	Children of Other Lands and Times
1	Families Now and Long Ago
2	Local History: Neighborhoods and Communities
3	Urban History: How Cities Began and Grew
4	State History and Geography: Continuity and Change
5	National History and Geography: Exploration to 1865
6	World History and Geography: The Growth of Civilization

Pattern B

Grade	Course
K	Learning and Working Now and Long Ago
1	A Child's Place in Time and Space
2	People Who Make a Difference
3	Continuity and Change: Local and National History
4	A Changing State
5	United States History and Geography: Making a New Nation
6	World History and Geography: Ancient Civilizations

Pattern C

Grade	Course
K	Children's Adventures: Long Ago and Far Away
1	People Who Made America
2	Traditions, Monuments, and Celebrations
3	Inventors, Innovators, and Immigrants
4	Heroes, Folk Tales, and Legends of the World
5	Biographies and Documents in American History
6	Biographies and Documents in World History

Bradley Commission 1989. Reprinted with permission.

Suggested Secondary Curricular Patterns

The Bradley Commission offers the following four patterns of history and related courses as suggestions only, from which curriculum committees may choose, or upon which they may build their own sequence of courses. In each of these patterns, a minimum of two years is recommended as necessary to teach United States history to an acceptable level of content and sophistication and, likewise, that two years are required to present the necessary combination of Western and world history, whether within an integrated course or by devoting a year to each.

Pattern A

Grade	Course
7	Regional and neighborhood history and geography
8	U.S. history and geography
9	History of Western civilization
10	World history and geography
11	U.S. history and geography
12	American government; social studies elective

Pattern B

Grade	Course
7	Social studies elective; local history
8	U.S. history and geography
9	World and Western history to 1789
10	World and Western history since 1789
11	U.S. history and geography
12	American government; social studies elective

Pattern C

Grade	Course
7	World history and geography to 1789
8	U.S. history and geography to 1914
9	Social studies electives
10	World history, culture, and geography since 1789
11	U.S. history and geography, 20th century
12	American government; social studies elective

Pattern D

Grade	Course
7	Social studies electives; local history
8	History of European civilization
9	History of non-European civilizations
10	U.S. history and geography to 1865
11	U.S. history and geography since 1865
12	American government; social studies elective

Bradley Commission 1989. Reprinted with permission.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

SECTION 5—RESOURCES

- Montana School Accreditation
    - Montana School Accreditation Standards
    - Social Studies Program
    - Curriculum Development and Assessment
    - Cross-Content and Thinking Skills
- National Council for the Social Studies
    - Curriculum Guidelines
    - Essential Skills for Social Studies
    - Curriculum Guidelines for Multicultural Education
- Case Study—An Example
- Position Statements
    - Study About Religions in the Social Studies Curriculum
    - Academic Freedom and the Social Studies Teacher
    - Student Rights and Responsibilities
    - Indian Student Bill of Rights
- Teacher Education Program Standards
    - Montana Board of Public Education
    - Standards for the Preparation of Social Studies Teachers

Montana School Accreditation

Although each school has a copy of the *Montana School Accreditation Standards and Procedures* Manual (1992), excerpts from Chapter 55 are found in this section. Chapter 55 deals with the school responsibility for setting up a curriculum guide for each program area. It is good to remember that the State Board of Public Education has established and maintains standards for all public schools in Montana. These accreditation standards are reviewed regularly and published annually.

The rules for curriculum development and assessment (Rule 10.55.603) and cross-content and thinking skills (Rule 10.55.1002) are printed in this section.. The involvement of the teacher (Rule 10.55.706) in curriculum development is located in Sub-Chapter 7. Sub-Chapter 8, "Educational Opportunity," gives the rules for school climate (Rule 10.55.801), educational equity (Rule 10.55.802), learner access education (Rule 10.55.803), gifted and talented (Rule 10.55.804) and special education (Rule 10.55.805). The use of distance learning (Rule 10.55.907) in the classroom can be found in Sub-Chapter 9. The specific rules for the social studies program (Rule 10.55.1601) are in Sub-Chapter 16. Montana educators need to familiarize themselves with these rules, along with others, before developing their own curriculum guides.

Montana School Accreditation Standards

Sub-Chapter 16
Social Studies Program

Social studies draws on the social sciences (economics, history, political science, geography, sociology, anthropology, psychology) and the humanities (theory, literature, the arts, and philosophy). The social studies cover United States studies, global studies and the social science disciplines.

Social Studies Program (Rule 10.55.1601)

(In accordance with ARM 10.55.603 and ARM 10.55.1001)

(1) A basic program in social studies gives the student an opportunity to:
  (a) Participate in meaningful first-hand and hands-on learning activities that draw on experiences in the home, school, neighborhood, and the world.
  (b) Participate in committee work, role playing, creative drama, classroom discussion, and interviews.
  (c) Develop research skills which may include the gathering and recording of information from a variety of sources such as films, pictures, oral and written literature, music, and field trips.
  (d) Develop citizenship skills through sharing, acceptance of responsibility, cooperative learning, compromising, conflict resolution and decision making.
  (e) Enhance his/her communication skills through drawing, acting, reading, writing, listening, and speaking.
  (f) Use topics that engage his/her interests and extend personal context for learning to a global realm. Learning activities are varied and involve the student intellectually, socially, and physically.
  (g) Nurture an understanding of the contemporary and historical traditions and values of Native American cultures and other minority cultures of significance to Montana and to society. (Eff. 7/1/89)

Curriculum Development and Assessment (Rule 10.55.603)

(1) Local school districts are responsible for incorporating all required program area standards into their curriculum, defining and organizing the program area standards into specific curricula and for extending them to help students meet the challenges of the future. Schools shall introduce their local learner goals when appropriate, implementing them sequentially and developmentally, and building

upon previous goals. Student assessment shall be used to examine the program and ensure its effectiveness.

(2) In all program areas and at all levels, the school district shall:

(a) Establish curriculum and assessment development processes as a cooperative effort of personnel certified in the program area and trustees, administrators, other teachers, students, specialists, parents, community and, when appropriate, state resource people.

(b) Develop, in accordance with the schedule in subsection (3), written sequential curricula for each subject area. The curricula shall be designed to accomplish required program area standards as defined in ARM 10.55.1001-1901 and local learner goals as defined in ARM 10.55.602.

(c) Construct curriculum to include such parts of education as content, skills and thinking.

(d) Review curricula at intervals not exceeding five years and modify as needed to meet educational goals.

(e) Establish a curriculum review cycle and timelines for curriculum development and evaluations.

(f) Select materials and resources to include supplies, books, materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program. These materials shall be reviewed at least every five years.

(3) By September 15, 1991, the school shall begin the curriculum development process in at least one program. School districts will continue to follow their approved plan to align programs until the school year 1999-2000, when all programs must be in alignment with the above curriculum development process. The schools shall submit a plan by the same date to the Office of Public Instruction designating the subject areas to be considered each year and the anticipated completion. Any variation of the plan must be approved by the Board of Public Education.

(4) In all program areas and at all levels, the school district shall:

(a) Assess, in accordance with the schedule in subsection (5), student progress toward achieving learner goals including:

(i) the content and data;
(ii) the accomplishment of appropriate skills;
(iii) the development of critical thinking and reasoning; and
(iv) attitude.

(b) Use assessment results to improve the educational program

(c) Use effective and appropriate tools for assessing student progress. This may include but is not limited to:

(i) Standardized tests;
(ii) Criterion-referenced tests;
(iii) Teacher-made tests;
(iv) Ongoing classroom evaluation;

(v) Actual communication assessments such as writing, speaking and listening assessments;

(vi) Samples of student work and/or narrative reports passed from grade to grade;

(vii) Samples of students' creative and/or performance work; and

(viii) Surveys of carryover skills to other program areas and outside of school.

(5) Not later than the school year immediately following the completion of a written sequential curricula in a subject area, the school shall begin the development of an assessment process for a subject area. Once begun, the assessment process for a subject area will be in place within two years until the school year 2000-2001, when all programs must be in alignment with the assessment process. (Eff. 7/1/89)

(6) Beginning 7/1/92 schools shall conduct follow-up studies of graduates and students no longer in attendance. The study shall be considered in curriculum development and shared with staff and school consultants. (Eff. 7/1/92)

Cross-Content and Thinking Skills (Rule 10.55.1002)

All disciplines are interdependent and empowered by the application of creative and critical thinking skills. Subjects cannot be taught in isolation; they do, in fact, overlap and find their greatest value when they are part of an integrated program of knowledge, skills, and opportunities that challenge students. To this end:

(1) Recognizing that the interdependence of skills and content is essential to an effective education program, the school district shall consider ways to develop curricula that integrate program area skills across curricular content and that give students opportunities to use these skills in meaningful contexts that relate to the world around them.

(2) The school district shall develop curricula at all grade levels and in all program areas that encourage students to understand and apply thinking and problem solving skills. the curricula shall allow students to:

(a) Identify and define a problem;

(b) Learn methods of gathering, analyzing, and presenting information;

(c) Practice logical, creative, and innovative thinking and problem solving skills in a variety of stiuations;

(d) Apply the skills of decision making and reasoning. (At least one component a year, beginning 7/1/91; Eff. 7/1/99.)

The specific program areas address thinking skills in greater detail. Schools are encouraged to use these sections to guide total curricular development.

National Council for the Social Studies Curriculum Guidelines

1. The social studies program should be directly related to the age, maturity, and concerns of students.
    - 1.1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.
    - 1.2 The school and its teachers should make steady efforts, through regularized channels and practices, to identify areas of concern to students.
    - 1.3 Students should have some choices, some options, within programs fitted to their needs, their concerns, and their social world.
    - 1.4 Students should have a social studies experience at all grade levels, K-12.
    - 1.5 The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students.
2. The social studies program should deal with the real social world.
    - 2.1 The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.
    - 2.2 The program should emphasize pervasive and enduring social issues.
    - 2.3 The program should demonstrate the relationships between the local and global aspects of social issues.
    - 2.4 The program should include analysis and attempts to formulate potential resolutions of present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.
    - 2.5 The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.
    - 2.6 The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.
    - 2.7 The program should build upon realities of the immediate school community.
    - 2.8 Participation in the real social world, both in school and out, should be considered a part of the social studies program.
    - 2.9 The program should provide the opportunity for students to examine potential future conditions and problems.

3. The social studies program should draw from currently valid knowledge representative of human experience, culture, and beliefs.
    3.1 The program should emphasize currently valid concepts, principles, and theories in history and the social sciences.
    3.2 The program should develop proficiency in methods of inquiry in history and the social sciences and in techniques for processing social data.
    3.3 The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.
    3.4 The program should draw upon history and all of the social sciences—anthropology, economics, geography, political science, sociology, and psychology.
    3.5 The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.
    3.6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.
    3.7 The program should include the study not only of human achievements, but also of human failures.
4. Objectives should be thoughtfully selected and clearly stated in such form as to furnish direction to the program.
    4.1 Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge.
    4.2 Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs.
    4.3 General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content.
    4.4 Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.
    4.5 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.
    4.6 Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.
    4.7 Objectives should be reconsidered and revised periodically.

5. Learning activities should engage the student directly and actively in the learning process.
    5.1 Students should have a wide and rich range of learning activities appropriate to the objectives of their social studies program.
    5.2 Activities should include formulating hypotheses and testing them by gathering and analyzing data.
    5.3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.
    5.4 Students should be encouraged to become active participants in activities within their own communities.
    5.5 Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.
    5.6 Activities should contribute to the students' perception of teachers as fellow inquirers.
    5.7 Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.
    5.8 Activities should stimulate students to investigate and to respond to the human condition in the contemporary world.
    5.9 Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's right to privacy.
6. Strategies of instruction and learning activities should rely on a broad range of learning resources.
    6.1 A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient.
    6.2 Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, and from current as well as basic sources.
    6.3 A variety of media should be available for learning through seeing, hearing, touching, and acting, and calling for thought and feeling.
    6.4 Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities.
    6.5 Classroom activities should use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.

6.6 The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks.

7. The social studies program must facilitate the organization of experience.

7.1 Structure in the social studies program must help students organize their experiences to promote growth.

7.2 Learning experiences should be organized in such manner that students will learn how to continue to learn.

7.3 The program must enable students to relate their experience in social studies to other areas of experience.

7.4 The formal pattern of the program should offer choice and flexibility.

8. Evaluation should be useful, systematic, comprehensive, and valid for the objectives of the program.

8.1 Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.

8.2 Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities, including thinking, valuing, and social participation.

8.3 Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.

8.4 Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over time.

8.5 Evaluation data should be used for planning curricular improvements.

8.6 Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusion of some marking period.

8.7 Both students and teachers should be involved in the process of evaluation.

8.8 Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.

9. Social studies education should receive vigorous support as a vital and responsible part of the school program.

9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education.

9.2 Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.

9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.

9.4 Teachers should participate in active social studies curriculum committees with decision making as well as advisory responsibilities.

9.5 Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, or inservice classes, or community affairs, or in reading, studying, and travel.

9.6 Teachers and others concerned with social studies education in the schools should have competent consultants available.

9.7 Teachers and schools should have and be able to rely upon a districtwide policy statement on academic freedom and professional responsibility.

9.8 Social studies education should expect to receive active support from administrators, teachers, board of education, and the community.

9.9 A specific minimal block of time should be allocated for social studies instruction each week.

National Council for the Social Studies 1979. Reprinted with permission.

National Council for the Social Studies

Essential Skills for Social Studies

Note: Numbers at left relate to recommended emphasis as follows: 1 = minimum/none; 2 = some; 3 = major; and 4 = intense.

I. Skills Related to Acquiring Information

A. Reading Skills

K-2	3-5	6-8	9-12		
				1.	**Comprehension**
3	4	3	1	•	Read to get literal meaning
1	4	3	2	•	Use chapter and section headings, topic sentences and summary sentences to select main ideas
1	4	4	2	•	Differentiate main and subordinate ideas
1	3	3	3	•	Select passages that are pertinent to the topic studied
1	2	3	4	•	Interpret what is read by drawing inferences
1	2	3	4	•	Detect cause and effect relationships
1	2	3	4	•	Distinguish between the fact and opinion; recognize propaganda
1	2	3	4	•	Recognize author bias
3	3	3	2	•	Use picture clues and picture captions to aid comprehension
1	2	3	4	•	Use literature to enrich meaning
1	2	4	4	•	Read for a variety of purposes; critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts
1	2	3	4	•	Read various forms of printed material: books, magazines, newspapers, directories, schedules, journals
				2.	**Vocabulary**
4	4	2	2	•	Use usual word attack skills: sight recognition, phonetic analysis, structural analysis
1	3	4	3	•	Use context clues to gain meaning
1	4	3	3	•	Use appropriate sources to gain meaning of essential terms and vocabulary: glossary, dictionary, text, word lists
1	4	4	3	•	Recognize and understand an increasing number of social studies terms
				3.	**Rate of Reading**
1	3	3	4	•	Adjust speed of reading to suit purpose
1	3	3	3	•	Adjust rate of reading to difficulty of the material

B. Study Skills

K-2	3-5	6-8	9-12		
				1.	**Find Information**
1	3	2	2	•	Use various parts of a book (index, table of contents, etc.)
1	3	2	1	•	Use key words, letters on volumes, index and cross references to find information
1	2	2	3	•	Evaluate sources of information—print, visual, electronic
1	2	3	3	•	Use appropriate source of information
1	2	3	3	•	Use the community as a resource

				2. **Arrange Information in Usable Forms**
1	2	3	3	• Make outline of topic
1	2	3	3	• Prepare summaries
1	2	3	2	• Make timelines
1	2	3	3	• Take notes
1	2	3	3	• Keep records
1	2	3	3	• Use italics, marginal notes and footnotes
4	3	2	2	• Listen for information
4	3	3	2	• Follow directions
1	2	3	4	• Write reports and research papers
1	2	3	4	• Prepare a bibliography
	C.	Reference and Information Search Skills		
				1. The Library
2	2	3	3	• Use card catalog to locate books
1	2	3	3	• Use Readers' Guide to Periodical Literature and other indexes
1	2	3	3	• Use COMCATS (Computer Catalog Service)
1	2	2	2	• Use public library telephone information service
				2. Special References
1	1	2	3	• Almanacs
2	4	2	1	• Encyclopedias
2	4	2	1	• Dictionary
1	3	2	2	• Indexes
1	1	2	3	• Government publications
1	1	2	3	• Microfiche
1	2	3	3	• Periodicals
2	2	2	3	• News sources: newspapers, news magazines, TV, radio, videotapes, artifacts
				3. Maps, Globes, Graphics
1	4	3	2	• Orient a map and note directions
1	3	4	2	• Locate places on map and globe
1	2	3	2	• Use scale and compute distances
1	2	3	4	• Interpret map symbols and visualize what they mean
1	2	2	2	• Compare maps and make inferences
1	1	3	3	• Express relative location
1	2	3	4	• Interpret graphs
1	2	3	4	• Detect bias in visual material
1	2	3	4	• Interpret social and political messages of cartoons
1	2	3	4	• Interpret history through artifacts
				4. Community Resources
1	2	3	3	• Use sources of information in the community
1	2	3	3	• Conduct interviews of individuals in the community
1	2	3	3	• Use community newspapers
	D.	Technical Skills Unique to Electronic Devices		
				1. Computer
1	2	3	3	• Operate a computer using prepared instructional or reference programs

1	2	3	3	•	Operate a computer to enter and retrieve information gathered from a variety of sources
				2.	**Telephone and Television Information Networks**
1	2	2	2	•	Ability to access information through networks

II. Skills Related to Organizing and Using Information

A. Thinking Skills

K-2	3-5	6-8	9-12	1.	**Classify Information**
1	2	3	3	•	Identify relevant factual material
1	2	3	3	•	Sense relationship between items of factual information
2	2	3	3	•	Group data in categories according to appropriate criteria
2	2	3	3	•	Place in proper sequence: (1) order of occurrence (2) order of importance
2	2	3	3	•	Place data in tabular form: charts, graphs, illustrations
				2.	**Interpret Information**
1	2	3	3	•	State relationships between categories of information
1	2	3	4	•	Note cause and effect relationships
1	2	3	4	•	Draw inferences from factual material
1	2	3	4	•	Predict likely outcomes based on factual information
1	2	3	4	•	Recognize the value dimension of interpreting factual material
1	2	3	3	•	Recognize instances in which more than one interpretation of factual material is valid
				3.	**Analyze Information**
1	3	3	3	•	Form a simple organization of key ideas related to a topic
1	2	3	3	•	Separate a topic into major components according to appropriate criteria
1	2	3	3	•	Examine critically relationships between and among elements of a topic
1	2	3	4	•	Detect bias in data presented in various forms: graphics, tabular, visual, print
1	2	3	4	•	Compare and contract credibility of differing accounts of the same event
				4.	**Summarize Information**
1	2	3	3	•	Extract significant ideas from supporting, illustrative details
1	2	3	3	•	Combine critical concepts into a statement of conclusions based on information
1	2	2	2	•	Restate major ideas of a complex topic in concise form
1	2	3	4	•	Form opinion based on critical examination of relevant information
1	2	3	4	•	State hypotheses for further study
				5.	**Synthesize Information**
1	2	3	3	•	Propose a new plan of operation, create a new system, or devise a futuristic scheme based on available information
1	2	2	2	•	Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events

1	2	3	3	Present visually (chart, graph, diagram, model, etc.) information *extracted from print*
1	1	2	3	Prepare a research paper that requires a creative solution to a problem
1	4	4	4	Communicate orally and in writing

6. Evaluate Information

1	2	3	3	Determine whether or not the information is pertinent to the topic
1	1	2	3	Estimate the adequacy of the information
1	1	2	3	Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency

B. Decision-Making Skills

3	3	2	1	Identify a situation in which a decision is required
3	3	2	2	Secure needed factual information relevant to making the decision
3	3	2	1	Recognize the values implicit in the situation and the issues that flow from them
4	3	2	1	Identify alternative courses of action and predict likely consequences of each
3	3	2	1	Make decision based on the data obtained
4	3	2	1	Take action to implement the decision

C. Metacognitive Skills

1	2	3	4	Select an appropriate strategy to solve a problem
1	2	3	4	Self-monitor one's thinking process

III. Skills Related to Interpersonal Relationships and Social Participation

A. Personal Skills

K-2	3-5	6-8	9-12	
1	2	3	4	Express personal convictions
1	2	3	3	Communicate own beliefs, feelings and convictions
1	2	3	4	Adjust own behavior to fit the dynamics of various groups and situations
1	2	3	3	Recognize the mutual relationship between human beings in satisfying one another's needs

B. Group Interaction Skills

1	2	2	3	Contribute to the development of a supportive climate in groups
	3	3	3	Participate in making rules and guidelines for group life
3	3	3	3	Serve as a leader or follower
3	3	3	3	Assist in setting goals for the group
1	2	3	3	Participate in delegating duties, organizing, planning, making decisions and taking action in a group setting
2	2	3	3	Participate in persuading, compromising, debating and negotiating the resolution of conflicts and differences

C. Social and Political Participation Skills

1	2	3	4	• Keep informed on issues that affect society
1	2	3	4	• Identify situations in which social action is required
1	2	3	4	• Work individually or with others to decide on an appropriate course of action
1	2	3	4	• Work to influence those in positions of social power to strive for extensions of freedom, social justice and human rights
1	2	3	4	• Accept and fulfill social responsibilities associated with citizenship in a free society

National Council for the Social Studies 1989. Reprinted with permission.

National Council for the Social Studies

Curriculum Guidelines for Multicultural Education

Three major factors make multicultural education a necessity: 1) ethnic pluralism is a growing societal reality that influences the lives of young people; 2) in one way or another, individuals acquire knowledge or beliefs, sometimes invalid, about ethnic and cultural groups; and 3) beliefs and knowledge about ethnic and cultural groups limit the perspectives of many and make a difference, often a negative difference, in the opportunities and options available to members of ethnic and cultural groups. Because ethnicity, race, and class are important in the lives of many citizens of the United States, it is essential that all members of our society develop multicultural literacy, that is, a solidly based understanding of racial, ethinic, and cultural groups and their significance in U.S. society and throughout the world.

The following guidelines describe characteristics of the ideal educational environment, consistent with ethnic pluralism, that each educational institution can strive to achieve. The term multicultural education . . . refers to the idealized educational institutions and curricula that reflect and are sensitive to the ethnic and cultural diversity within the United States and the world.

1. Ethnic and cultural diversity permeate the total school environment.

2. School policies and procedures foster positive interactions among the various racial, ethnic, gender and cultural group members of the school.

3. The school staff (administrators, counselors, and support staff) is multiethnic and multiracial appropriate to the community.

4. The school has systematic, comprehensive, mandatory, and continuing multicultural staff development programs.

5. The curriculum reflects the ethnic learning styles of students within the school.

6. The curriculum provides continuous opportunities for students to develop a better sense of self.

7. The curriculum helps students understand the wholeness of the experiences of ethnic and cultural groups.

8. The curriculum helps students identify and understand the ever-present conflict between ideals and realities in human societies.

9. The curriculum explores and clarifies ethnic alternatives and options within U.S. society.

10. The curriculum promote values, attitudes, and behaviors that support ethnic and cultural diversity.

11. The curriculum helps students develop decision-making abilities, social participation skills, and a sense of political efficacy necessary for effective citizenship.

12. The curriculum helps students develop skills necessary for effective interpersonal and intercultural group interactions.

13. The multicultural curriculum is comprehensive in scope and sequence, presenting holistic views of ethnic, gender and cultural groups, and is an integral part of the total school curriculum.

14. The curriculum includes the continuous study of the cultures, historical experiences, social realities, and existential conditions of ethnic groups with a variety of racial compositions.

15. Interdisciplinary and multidisciplinary approaches are used in designing and implementing the curriculum.

16. The curriculum uses comparative approaches in the study of racial, ethnic, gender, and cultural groups.

17. The curriculum helps students view and interpret events, situations, and conflict from diverse ethnic, gender, and cultural perspectives and points of view.

18. The curriculum does conceptualize and describe the development of the United States as a multidirectional society.

19. The school provides opportunities for students to participate in the aesthetic experiences of various ethnic and cultural groups.

20. The curriculum provides opportunities for students to develop full literacy in at least two languages.

21. The curriculum makes maximum use of local community resources.

22. The assessment procedures used with students reflect their ethnic and community cultures.

23. The school conducts ongoing, systematic evaluations of the goals, methods, and instructional material used in teaching about ethnicity and culture.

National Council for the Social Studies 1992. Reprinted with permission.

Case Study—An Example

"WE CAME TO FREE THE SLAVES": JOHN BROWN ON TRIAL

Throughout American history people have protested and broken the law. Once in court, they often have tried to use their trials to advance their causes. In the 1960s and 1970s, many people sought to use the courtroom to denounce racial segregation and the Vietnam War. In the 1980s and 1990s, many others tried to turn their trials into an attack on abortion. Before the Civil War, John Brown, a tireless crusader against slavery, fought his last battle against slavery in an American courtroom.

JOHN BROWN'S SECRET PLAN

No one had a deeper moral hatred of slavery than John Brown. He had grown up on the Ohio frontier, the son of a stern man who believed slavery was a sin against God. As John grew up, he became an active abolitionist—someone who fights to abolish slavery—by helping runaway slaves escape. He married and in 1849 moved his family to North Elba, New York, to join a farming community of ex-slaves and free blacks.

A few years later, his anti-slavery views took him away from his wife and younger children to continue his personal crusade in Kansas. The Kansas territory had become known as "Bleeding Kansas" because of many pitched battles over slavery. Small homesteaders wanted Kansas to enter the Union as a free state. Bands of pro-slavery gunmen called "border ruffians" crossed over from Missouri to attack them. Brown's older sons had moved to Kansas earlier, and he joined them to help defend the free-soil homesteaders.

Border ruffians attacked Lawrence, Kansas, in May 1856, and burned down much of the town. Brown led a counter-raid and ordered five pro-slavery settlers hacked to death with sabers. This brutal response was one of the most controversial events in his life. Brown fought several other battles in Kansas, defending free-soil towns, and he led guerilla raids into Missouri.

During this period, John Brown began to develop a much bigger plan, designed to free all slaves. He traveled to Boston in 1857 and again in 1858 to ask wealthy abolitionists for arms and money. He said he had a vision that God would make him "the deliverer of the slaves the same as Moses had delivered the children of Israel."

Many abolitionists were scared off by his reputation for violence. But finally he won over a small group of financial backers known as "The Secret Six." He convinced them that only by force could "this slave-cursed Republic be restored to the principles of the Declaration of Independence."

In May 1858, Brown held a secret anti-slavery convention in Canada. About 50 supporters adopted Brown's anti-slavery constitution. In December, Brown moved beyond talk and plans. He led a daring raid from Kansas across the border in Missouri, where he killed one slave owner and freed 11 slaves.

In the spring of 1859, Brown traveled east to complete his plan for a large slave revolt. He gathered recruits and ordered guns, spears, and other supplies. At a meeting of the New England Anti-Slavery Society, he denounced the endless discussions of many abolitionists.

"Talk! Talk! Talk!" he cried. "That will never free the slaves. What is needed is action - action!"

As the starting point for the rebellion, John Brown chose Harper's Ferry, a small town at the junction of the Shenandoah and Potamac rivers. It was far from the large plantations near the Atlantic where most of the slaves were, but it had an arsenal where Brown's raiders could seize guns.

On July 3, 1859, Brown and a few supporters rented an old farmhouse near Harper's Ferry. For five months they studied maps and finalized plans. Boxes of arms came by wagon. His remaining recruits trickled in. The raiders were all young, idealistic, and bitter opponents of slavery. Five of them were free black men who had given up their safety in the North to fight for their slave brothers and sisters.

Brown believed that after he seized the arsenal, masses of slaves would rebel against their masters and join the revolt. He planned to distribute guns and spears to his new army, strike southward, and set off a chain reaction of slave uprisings throughout the South. Unfortunately, he did little to spread the word among the slaves nearby. All his attention was focused on seizing the arsenal. He made few plans for what would happen the day after.

THE RAID

On Sunday night, October 16, 1859, Brown and 18 others swept down on the armory and took several prisoners. In the darkness and confusion, one raider shot and killed the baggage master at the railroad station. Sadly, this free black man was the first victim of a raid to free the slaves.

Brown sent some of the raiders into the countryside to try to spread the rebellion. His men returned with two slave owners and about a dozen slaves. Since Brown had given no advance warning, the slaves were as surprised and confused as their masters.

By the next morning, word had spread of a slave uprising. Armed citizens and militia units struck back. Townspeople drove the raiders into a small fire engine house, where they traded rifle fire for most of the day. Brown appeared confused and uncertain about what to do next. This delay gave federal authorities in nearby Washington time to send a unit of U.S. Marines under the command of Col. Robert E. Lee.

When Brown's men peered out through their gun holes in the early light of Tuesday, the second day of the revolt, they saw Lee's Marines. Beyond the Marines, more than 2,000 spectators waited to see the final assault. Lee demanded that Brown surrender, and Brown refused. The Marines then rushed the engine house. Brown and most of his men resisted to the last. One of the Marine officers wounded Brown with his saber, and then used the hilt to beat him unconscious.

Seventeen men died in the raid on Harper's Ferry. In addition to the African-American baggage master, the raiders killed three white townspeople and one Marine. Ten of the raiders, including two of Brown's sons, were killed, plus two of the slaves they liberated. Brown and four others were taken alive. A few raiders waiting at the farm nearby escaped.

A few hours after his capture, Brown regained consciousness. He was surrounded by an excited crowd, including Virginia's governor, members of Congress, and news reporters. When they asked him why he did it, Brown said simply,"We came to free the slaves, and only that."

JOHN BROWN ON TRIAL

Troops transported Brown and his surviving raiders to the county courthouse in Charleston. The governor wanted a speedy trial to prevent either a lynching or a rescue attempt.

One week after the raid, Brown and four of his raiders, two black and two white, were brought to court under heavy guard. The state appointed two Virginia defense attorneys. The next day, the court read the grand jury indictment. Brown and his followers were charged with treason against Virginia, conspiracy to induce slaves "to rebel and make insurrection against their masters and owners," and premeditated murder. The five pleaded not guilty, and each was given a separate trial.

In the afternoon John Brown, still suffering from his wounds, was carried into court on a cot to open his trial. Prospective jurors were examined and anyone who had been at Harper's Ferry during the raid was eliminated. The final jury was made up of 12 men, some of whom were slave owners.

As the trial opened, one of the court-appointed defense attorneys surprised Brown. He read a telegram from an Ohio resident who claimed that several of Brown's close relatives suffered from insanity. Brown protested. He wanted the trial to be a forum to attack slavery. He insisted that the insanity defense was "a miserable artifice and pretext" to avoid discussing slavery. The judge ordered the trial to continue.

The prosecution called as witnesses many Harper's Ferry townspeople and those Brown had held hostage. Under cross-examination, the hostages admitted that Brown had treated them well and had ordered his men not to shoot unless fired upon.

The Secret Six in Boston hired a young Massachusetts lawyer named George Hoyt to help defend Brown. He was also told to scout the possibility of a rescue, but when the lawyer arrived, Brown refused to be rescued. He knew he would not have his forum if he escaped. He seemed to feel that he had to become a martyr to stir up anti-slavery feeling.

The prosecution introduced into evidence Brown's anti-slavery constitution, letters from his backers, and other materials found at the farmhouse. After a few defense witnesses were called, Brown denounced his Virginia attorneys. He asked for a delay because more legal help was being sent from the North. The two appointed lawyers withdrew, but Judge Parker ruled against a delay.

The following morning, Samuel Chilton of Washington and Henry Griswold of Ohio joined Brown's defense. They asked for a delay to prepare, but the judge refused again. The remaining defense witnesses testified but Brown himself did not.

Griswold and Chilton made the closing arguments for the defense. They said that the state had failed to prove the charges. Since the state had kept the trial focused on the legal issues of treason and murder, the defense had to respond to simple questions of evidence. Brown showed little interest in this defense. He wanted to attack slavery, but had not yet found a way to do so in court.

The jury deliberated for less than an hour and found John Brown guilty of all the charges. Two days later, Judge Parker sentenced Brown to be hanged.

At the sentencing, Brown finally found his forum. He stood in court and made a passionate attack on slavery. Brown brushed aside any other issues. He said he was simply trying to free slaves, as he had done the previous year in Missouri. He insisted that fighting against slavery was the right thing to do. His statement was published in papers all over the country.

A gaunt but defiant John Brown walked to the gallows at age 59. On this last walk, he had one more chance to argue his views. He offered a terrible prophecy: "I John Brown am now quite certain that the crimes of this guilty land will never be purged away, but with Blood."

FOR DISCUSSION AND WRITING

1. Was it right for John Brown to cross the border into Missouri and kill slave owners to free slaves? Why or why not?

2. Do you think John Brown received a fair trial and a just sentence. Why or why not?

3. John Brown wrote, "I am worth inconceivably more to hang than for any other purpose." What did he mean?

ACTIVITY

Is it ever right to break the law?

Break the class into small groups and have them discuss whether it is acceptable to break the law in the following situations. Each group should report back and give reasons for its decisions.

1. You are homeless, you have no job, and you are hungry. You steal a loaf of bread from a mini-market.

2. You received terriby unfair grades in a class, so you break into the teacher's desk to check the grading sheets.

3. You believe nuclear weapons will destroy all humanity. You sneak into a military base and smash part of a missile radar.

4. You believe abortion is wrong. You lie down in front of an abortion clinic to block the entrance.

5. You think a grove of old-growth sequoia trees is being destroyed just to raise profits. You sabotage tree-cutting machinery.

6. You believe all war is immoral, so you refuse to register for the draft.

Debriefing questions:

1. What would happen to society if people only obey the laws they agreed with?

2. Are there ways to protest a law without breaking it? Should all possibilities be exhausted before breaking the law?

3. If you believe strongly that a law is wrong, should you break the law and try to get away with it, or break the law and face the consequences?

Constitutional Rights Foundation 1992. Used with permission.

Position Statements

National Council for the Social Studies Study About Religions in the Social Studies Curriculum

The National Council for the Social Studies in its *Statement on Essentials of the Social Studies* declares that:

Students need a knowledge of the world at large and the world at hand, the world of individuals and the world of institutions, the world past, and the world present and future.

Religions have influenced the behavior of both individuals and nations, and have inspired some of the world's most beautiful art, architecture, literature, and music. History, our own nation's religious pluralism, and contemporary world events are testimony that religion has been and continues to be an important cultural value. The NCSS Curriculum Guidelines state that "the social studies program should draw from currently valid knowledge representative of human experience, culture, and beliefs." The study about religions, then, has "a rightful place in the public school curriculum because of the pervasive nature of religious beliefs, practices, institutions, and sensitivities."

Knowledge about religions is not only a characteristic of an educated person but is also absolutely necessary for understanding and living in a world of diversity. Knowledge of religious differences and the role of religion in the contemporary world can help promote understanding and alleviate prejudice. Since the purpose of the social studies is to provide students with a knowledge of the world that has been, the world that is, and the world of the future, studying about religions should be an essential part of the social studies curriculum. Omitting study about religions gives students the impression that religions have not been and are not now part of the human experience. Study about religions may be dealt with in special courses and units or wherever and whenever knowledge of the religious dimension of human history and culture is needed for a balanced and comprehensive understanding. In its 1963 decision in the case of *Abington v. Schempp*, the United States Supreme Court declared that study about religions in the nation's public schools is both legal and desirable. Justice Tom Clark writing the majority opinion stated:

> In addition, it might well be said that one's education is not complete without a study of comparative religions or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historical qualities. Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistent with the First Amendment.

Justice William Brennan in a concurring opinion wrote:

> The holding of the Court today plainly does not foreclose teaching about the Holy Scriptures or about the differences between religious sects in classes in literature or history. Indeed, whether or not the Bible is involved, it would be impossible to teach meaningfully many subjects in the social sciences or the humanities without some mention of religion.

If the public schools are to provide students with a comprehensive education in the social studies, academic study about religions should be a part of the curriculum.

Guidelines

1. Study about religions should strive for awareness and understanding of the diversity of religions, religious experiences, religious expressions, and the reasons for particular expressions of religious beliefs within a society or culture.

2. Study about religions should stress the influence of religions on history, culture, the arts, and contemporary issues.

3. Study about religions should permit and encourage a comprehensive and balanced examination of the entire spectrum of ideas and attitudes pertaining to religions as a component of human culture.

4. Study about religions should investigate a broad range, both geographic and chronological, of religious beliefs, practices, and values.

5. Study about religions should examine the religious dimension of human existence in its broader cultural context, including its relation to economic, political, and social institutions as well as its relation to the arts, language, and literature.

6. Study about religions should deal with the world's religions from the same perspective (i.e., beginnings, historical development, sacred writings, beliefs, practices, values, and effect on history, culture, contemporary issues, and the arts).

7. Study about religions should be objective.

8. Study about religions should be academic in nature, stressing student awareness and understanding, not acceptance and/or conformity.

9. Study about religions should emphasize the necessity and importance of tolerance, respect, and mutual understanding in a nation and world of diversity.

10. Study about religions should be descriptive , non-confessional, and conducted in an environment free of advocacy.

11. Study about religions should seek to develop and utilize the various skills, attitudes, and abilities that are essential to history and the social sciences (i.e., locating, classifying, and interpreting data; keen observation; critical reading, listening, and thinking; questioning; and effective communication).

12. Study about religions should be academically responsible and pedagogically sound, utilizing accepted methods and materials of the social sciences, history, and literature.

13. Study about religions should involve a range of materials that provide a balanced and fair treatment of the subject, and distinguish between confessional and historical fact.

14. Study about religions should be conducted by qualified and certified teachers selected for their academic knowledge, their sensitivity and empathy for differing religious points of view, and their understanding of the Supreme Court's decisions pertaining to religious practices and study about religions in the public schools.

National Council for the Social Studies 1981. Reprinted with permission.

> *Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law, or submit to the penalty.*
>
> —*Chief Joseph*

National Council for the Social Studies Position Statement on Academic Freedom and the Social Studies Teacher

I. Preface

Democracy is a way of life that prizes alternatives. Alternatives mean that people must make choices. Wisdom with which to make choices can come only if there are freedom of speech, of press, of assembly, and of teaching. They protect the people in their right to hear, to read, to discuss, and to reach judgments according to individual conscience. Without the possession and the exercise of these rights, self-government is impossible.

A teacher's academic freedom is his/her right and responsibility to study, investigate, present, interpret, and discuss all the relevant facts and ideas in the field of his/her professional competence. This freedom implies no limitations other than those imposed by generally accepted standards of scholarship. As a professional, the teacher strives to maintain a spirit of free inquiry, open-mindedness, and impartiality in the classroom. As a member of an academic community, however, the teacher is free to present in the field of his or her professional competence his/her own opinions or convictions and with them the premises from which they are derived.

The democratic way of life depends, for its very existence, upon the free contest and examination of ideas. In the field of social studies, controversial issues must be studied in the classroom without the assumption that they are settled in advance or there is only one "right" answer in matters of dispute. The social studies teacher is obligated to approach such issues in a spirit of critical inquiry rather than advocacy.

The central issue in considering teachers' fitness is the quality of their performance in the classroom and their relationship with his/her students. A teacher's personal religious, political, social, and economic beliefs should not be criteria for evaluating his/her professional competence.

Like any other professional or nonprofessional worker, the teacher should be free to organize with others to protect his/her interests and to join or not to join professional associations and unions for such purposes. Any attempt to prevent the establishment of such an organization, to hamper its activities or to discriminate against its members, is a serious infringement on the freedom of teachers.

In their private capacity, teachers should be as free as any other citizen to participate in political, religious, and social movements and organizations, and in any other lawful activity, and to hold and express publicly their views. The fact that they are teachers must not exclude them from activities open to other citizens; on the contrary, their position imposes on them the two-fold duty of advancing new and useful ideas and of helping to discard those which are outworn.

II. The Study of Controversial Issues

Freedom means choice. The democratic process is concerned with the ways in which individuals and groups in a free society grapple with problems, resolve conflicting opinions, and select among alternatives. Such decisions involve values and goals as well as procedures as facts.

It is the prime responsibility of the schools to help students assume the responsibilities of democratic citizenship. To do this, education must impart the skills needed for intelligent study and orderly resolution of the problems inherent in the democratic society. Students need to study issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discrimination between facts and opinions, discussing different viewpoints, and drawing tentative conclusions. It is the clear obligation of schools to promote full and free contemplation of controversial issues and to foster appreciation of the role of controversy as an instrument of progress in a democracy.

The study of controversial issues should develop the following skills and attitudes:

1. The desire and ability to study relevant problems and to make intelligent choices from alternatives.
2. The desire and ability to use rational methods in considering significant issues.
3. The willingness to recognize that differing viewpoints are valuable and normal.
4. The recognition that reasonable compromise is often an important part of the democratic decision-making process.
5. The skill of analyzing and evaluating sources of information—recognizing propaganda, half truths, and bias.

III. The Rights and Responsibilities of Teachers

The American academic tradition which stresses the free contest of ideas is at the very heart of curriculum development and classroom teaching. Hence, teachers have special rights and bear special responsibilities.

IT IS THE RIGHT OF TEACHERS:

- To participate in the development of curriculum and the selection of teaching materials.
- To select for classroom study controversial issues related to the curriculum and appropriate to the maturity, and intellectual and emotional capacities of the students.
- To have access to adequate instructional resources so that all sides of an issue can be presented adequately.
- To call upon teaching colleagues, administrators, and professional organizations for assistance and advice.
- To have a written policy furnished by the local Board of Education which:
  - (a) clearly states the right of students to learn and of teachers to teach.
  - (b) provides guidelines and safeguards for the study of controversial issues.
  - (c) details procedures for investigating criticism of the study of controversial issues.
  - (d) ensures fair procedures and due process should complaints arise about materials or methods of instruction.
- To teach in their area of academic competence without regard to their personal beliefs, race, sex, or ethnic origin.
- To express their own points of view in the classroom as long as they clearly indicate it is their opinion and are willing to explain their position.
- To work in a climate conducive to rational and free inquiry.
- To have their professional competence in dealing with controversial issues judged with reference to the contest within which any specific activity occurred.
- To exercise their rights as citizens including the rights to support any side of an issue or any citizen or any candidate for public office, and to seek and to hold partisan and nonpartisan public and professional positions.

IT IS THE RESPONSIBILITY OF TEACHERS:

- To ensure every student his/her right to confront and study controversial issues.
- To protect the right of every student to identify, express, and defend his/her opinions without penalty.
- To establish with their students the ground rules for the study of issues within the classroom.
- To promote the fair representation of differing points of view on all issues studied.
- To ensure that classroom activities do not adversely reflect upon any individual or group because of race, creed, sex, or ethnic origin.
- To teach students how to think, not what to think.
- To adhere to the written policy concerning academic freedom established by the Board of Education.
- To give students full and fair consideration when they take issue with teaching strategies, materials, course requirements, or evaluation procedures.
- To exemplify objectivity in the search for truth, to demonstrate respect for minority opinion, and to recognize the function of dissent in the democratic process.

IV. Threats to Academic Freedom

Actions leading to a loss of academic freedom can be classified as those involving the teacher, educational materials, the curriculum, and resource personnel.

A. The Teacher

The academic freedom of the teacher may be abrogated by a number of situations.

Teachers may censor themselves in anticipation of possible negative reactions and avoid study of germane issues which are likely to generate controversy. They may react to attention, criticism, or pressures from the community at large or from their peers by becoming timorous. Such subtle withdrawal of the teacher from the battle of ideas is an abdication which diminishes the reality of academic freedom for all teachers.

Whenever opportunities for professional development are granted to some and denied to others in similar circumstances, the basis for decision may involve issues of academic freedom. That academic freedom is indeed the issue in any or all such cases should not be presumed. However, the obligation to scrutinize the procedures used, the basis for the decisions, and the validity of the procedures themselves to see if academic freedom has been breached must not be abdicated by responsible members of the academic community.

Even though an individual teacher may not protect, it is the responsibility of the profession to remain alert to possible infringements upon academic freedom. Loss of academic freedom by one member of the profession diminishes the freedom of all.

Legislative and administrative investigations have a place in our decision-making processes when correctly used and when the basic rights of the individual are protected. However, proceedings which call upon the teacher to testify publicly about beliefs and past associations may have a coercive influence. In addition to pressures which may be brought to bear upon individuals, there are actions which endanger the entire academic community. These include legislative and administrative investigations which single out the teaching profession as a special group.

B. Educational Materials

The availability of adequate and diversified materials is essential to academic freedom. Selection, exclusion and alteration of materials may infringe upon academic freedom. Official lists of supplementary "material approved" for classroom use, school library purchases, or school book shops may also restrict academic freedom. Actively involving teachers in selection procedures based on written criteria on which all interested persons have access is an essential safeguard.

Because textbooks are the most common resource used in the classroom, there is a continuous struggle to control their selection. In states which use the "approved list" method of textbook selection, the school's freedom of choice is obviously limited. However, even in states which leave textbook selection to local districts, pressures from individuals or special interest groups may circumscribe freedom to teach and to learn.

C. Curriculum and Content

Subject matter selection strikes at the very heart of freedom in education. The genius of democracy is willingness to generate wisdom through the consideration of the many different alternatives available. Any pressure which restricts the responsible treatment of issues limits the exercise of academic freedom. Similarly, the mandating of curriculum or content by legislative action or legally established agencies presents a potential threat to academic freedom. When such mandates are based on the prevailing political temper, parochial attitudes, or the passions of a specific point in time, they are especially dangerous.

D. Visiting Speakers

Visiting speakers, a valuable supplement to regular school programs, may be of specific persuasion and their topic may be controversial in nature. If they are prohibited from speaking because of their point of view, academic freedom is endangered. The process of selecting speakers, like that of evaluating other educational resources, should involve the participation of teachers.

V. How Academic Freedom Can Be Preserved

If the public is adequately involved in and informed about the operation of the schools, their objectives and procedures, strong support for academic freedom can be maintained. Teachers must, therefore, establish and utilize clear lines of communication with their students, the community and the media. When, however, the media serve as vehicles for attacks on academic freedom, the academic community should respond.

Academic freedom, like the freedoms of speech, press, and religion, is not absolute. Although educators have the primary responsibility for the teaching and learning process, they are not the only members of the community interested in or responsible for quality education. All criticism of schools is not necessarily unfair, undemocratic, or an attack upon academic freedom. Attempts to influence policy decisions as to what and how students learn and what and how they are taught are legitimate. These attempts must not, however, infringe upon the rights of others nor pre-empt the professional responsibilities of the teacher.

Many issues can be resolved by informal procedures. However, academic freedom, like all other freedoms, is safeguarded by established, orderly, and fair procedures for the resolution of disputes. It is fundamental that all charges must be substantiated, that the burden of proof rests upon the accuser. The accused must be informed of all charges and evidence against him/her and be given full opportunity to respond. Non-tenured teachers and student teachers should be given the same considerations as are their established colleagues when questions concerning academic freedom are raised.

When academic freedom is threatened, local support should be sought. Citizens in the community and local organizations or affiliates of national organizations have the primary interest and responsibility for protecting education in their communities. The PTA, local law schools, local and state colleges and universities, and the State Departments of Education are among the sources of local support. Furthermore, when an issue of academic freedom arises, securing legal or competent extra-legal advice is an essential step in guarding against a possibly unfair resolution of the problem.

If local support is ineffective or inadequate, assistance from national sources should be sought. There are many national organizations that are interested in preserving academic freedom as well as in improving the quality of the schools. In addition to the National Council for the Social Studies, they include:

- American Association of School Librarians
- American Association of University Professors
- American Bar Association
- American Civil Liberties Union
- American Federation of Teachers
- American Historical Association
- American Library Association
- National Council of Teachers of English
- National Education Association

These suggestions are not intended to be exhaustive, but rather to indicate that a person under attack is not alone and that there are sources available from which assistance may be obtained.

Academic freedom is neither easily defined nor can it always be protected. Documents such as this, while valuable as a guidelines, do not presume to constitute sufficient guarantees. Only continuing concern, commitment, and action by teachers, administrators, school boards, professional organizations, students, and the citizenry can ensure the reality of academic freedom in a changing society.

National Council for the Social Studies 1991. Reprinted with permission.

National Council for the Social Studies Position Statement on Student Rights and Responsibilities

I. Introduction/Preamble

The NCSS for many years has been interested in and concerned about student rights and responsibilities. Many of its past statements on academic freedom have stressed both directly and by inference that students' rights and responsibilities should be better understood and promoted.

The NCSS still finds merit in the views so eloquently expressed years ago in the *Tinker v. DesMoines Community School District* case.

> "It can hardly be argued that students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. Students in school as well as out of school are "persons" under the Constitution. They are possessed fundamental rights which the State must respect, just as they themselves must respect their obligations to the State. In our system, students may not be regarded as closed-circuit recipients of only that which the State chooses to communicate. They may not be confined to the expression of those sentiments that are officially approved. In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views.—*Tinker v. DesMoines Community School District, 393 U.S. 503, 1969."*

The purpose of this Position Statement of the National Council for the Social Studies is to present goals toward which our nation's schools should strive. The NCSS recognizes that recommendations on student rights and responsibilities must be applied differently depending on the age and maturity level of the students. Student government, for example, should have more authority and responsibility in a high school than in an elementary school. On the other hand, basic due process and just procedures should be according to all students regardless of age.

II. Basic Area of Concern

A. Expression

All students shall have the right to utilize all normal and lawful means of self-expression as well as such cultural expressions as special handshakes, hairstyles, clothing, etc.

B. Assembly and Association

Students shall have the right to form clubs or associations organized for any legal purpose. Such clubs or associations should be allowed to meet in the school. These organizations should be established on a non-discriminatory membership basis, i.e., no restrictions based on race, color, creed, national origin, sex, marital status.

C. Religion

1. Students shall be free to practice their own religion or no-religion.

2. No public school should require religious rites, prayers, or devotional instruction.

3. Students shall be free to study, examine, discuss, criticize, or support religious ideas and institutions, just as they might explore any other subject.

4. Freedom to practice one's religion shall be denied to an individual only on occasion which show his/her acts substantially and directly endanger physical health or safety, damage property, or seriously and immediately disrupt the activities of others.

5. All students shall be given the opportunity, through excused absences, to participate in the religious services, ceremonies, holidays, and special observances of their particular denomination of sect.

D. Patriotic Ceremonies

No student shall be required to take loyalty oath, say a pledge, sing an anthem, salute a flag, or otherwise take part in similar patriot ceremonies. Students who wish to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

E. Hair and Dress

All students shall determine their own dress and grooming, except that an individual's general appearance must not substantially and directly endanger physical health or safety, or seriously and immediately disrupt the activities of others.

F. Privacy

1. Student Record Files

All files shall be deemed private unless released by the student to outside agencies, except that they shall be open to the student, his/her parents and/or guardians, certified school staff, or through a court order.

2. Search and Seizure

All students should have the right to judicial warrant for searches and seizures, except in the event of probable cause to believe that a specific item in a specific place substantially and immediately endangers physical health or safety, property, or the activities of others.

3. Surveillance

All students shall be free from covert surveillance by individuals or by the use of any mechanical, electrical, electronic, or other device.

4. Personal Privacy

The personal privacy of all students shall be respected. This includes freedom to help, advocate, and/or defend beliefs on controversial issues, politics, government, religion, philosophy, and morals. A student's beliefs on such matters shall not be subject to judgement affecting examinations, grading, or academic advancement.

G. Self-Government

All student government organizations shall be specified in a document, either written or historical, formulated and adopted with student participation in consultation with the administration and the board of education. All students shall have the right to vote in student elections and to hold office subject to reasonable regulations applied equally to all.

H. Equal Protection

All students shall have open access to all school or school-related activities regardless of race, color, national origin, sex, religion creed, marital status, or opinion.

I. Due Process

1. The exercise of authority by teachers, administrators, or others delegated to handle discipline by school officials should always be consistent with basic due process guarantees. This is essential to ensure against arbitrary and capricious practices and to develop student support and respect for rules in school and for laws in society. As was recently stated by the Fifth Circuit Court of Appeals:

"One of the great concerns of our time is that our young people, disillusioned by our political processes, are disengaging from political participation. It is most important that our young become convinced that our Constitution is a living reality, not parchment preserved under glass."

2. Rules and regulations should be in writing and easily available to students in order that they may know what is expected of them.

3. All students shall have the right to due process in investigation and disciplinary proceedings that lead to such measures as expulsion or suspension from school or any other punishment of a substantial nature.

   a. Such students shall be advised of violated regulations as soon as possible.

   b. There shall be no cruel, unusual, demeaning, excessive, or corporal punishment.

   c. There shall be an established written or oral procedure for hearings and appeals.

   d. In cases that may involve serious penalties—such as suspension, expulsion, notations on school records—a student shall be guaranteed a formal hearing before an impartial board. The student shall have the right to appeal hearing results.

   e. Each student shall have the right to present evidence and witnesses, cross-examine witnesses, and choose an advisor to represent him or her. The student shall have a reasonable time to represent him or her. The student shall have a reasonable time to prepare his/her defense.

   f. At the student's request, the hearing may be open or private.

   g. As in the case with all accused persons, the burden of proof in an action taken against a student shall rest with the accusers.

   h. Students shall be free from double jeopardy. It should not be permissible for the school to punish a student when he/she has already been criminally punished for the same act. However, corrective action regarding schoolwork may be taken.

   i. No student shall be held accountable by school authorities for any wrongful behavior occurring outside school or off of school property, except during school-sponsored events.

4. All students shall have access to an established grievance procedure through which they may attempt to resolve issues and possible violations of their rights.

J. Communications

1. All students shall be free to express themselves and disseminate their views without prior restraints through speech, writing, publications, petitions, bulletin boards, pictures, armbands, badges, buttons, social action projects, and all other accepted media of communication.

2. All students shall have access to equipment and materials for disseminating announcements and views, including use of school public address system, subject to reasonable time limitations, and use of a school mimeograph machine, subject to reasonable limitations of expense and availability of funds. Funds may not be withheld as a means of censorship.

K. Academic Freedom

Where applicable, all students shall have those rights of academic freedom as specified by the National Council for the Social Studies in its previous Policy Statements. All students should be able to:

1. develop intellectually without censorship,

2. raise questions on political, social, moral, economic and religious issues in appropriate situations,

3. disagree with their teacher on such issues, and

4. study a variety of materials, sources, and perspectives.

L. Bilingual Education

Instruction should be provided for non-English-speaking students in their primary language whenever possible. They should be helped to acquire English as a second language as readily as is possible.

M. Grading and Testing

All students have the right to expect the grading testing procedures utilized by their schools and teachers to be as free of cultural, ethnic, and social class bias as possible.

N. Curriculum

All students have the right to expect a broad and comprehensive curriculum with explicit course descriptions. Schools should obtain student input regarding curricular change.

III. Basic Responsibilities

Much has been written in recent years stressing students' rights often with little attention being given to concomitant responsibilities that every student assumes along with his/her rights. The two sections do not stand alone and must be viewed as one entity.

A. Regular School Attendance

All students should regularly attend their classes in order to gain maximum benefit from their education. This responsibility includes faithful adherence to the terms of special contracts designed as a part of a free or alternative school plan.

B. Non-Interference

All students are responsible for protecting the rights of others by refraining from those actions/activities that interfere with the learning/education of fellow students. This includes both classroom situations and other activities.

C. Consequences of Behavior

It is the responsibility of each student to know fully the rules and regulations of the school and his/her teachers: to consider the consequences of his/her own contemplated behaviors and to be prepared to accept these consequences.

D. Rights of Others

All students must respect the rights of others (students, teachers, administrators, service personnel, etc.) connected with the school. This includes, but is not limited to, actions such as:

1. Expressing their opinions and ideas in a respectful manner so as not to offend, slander, libel, or show disregard for others.

2. Assisting the school staff in running a safe and healthy school for all students enrolled therein.

3. Avoiding libelous and obscene material as well as any article that would substantially and maternally interfere with the classroom processes.

4. Protecting and taking care of the school's property as well as the property of others.

5. Dressing and grooming themselves so as to meet fair standards of health and safety.
6. Avoiding placing fellow students in the positions that would cause them to engage in inappropriate behavior, i.e., cheating, perjury, etc.

E. Climate for Learning

All students are responsible for cooperating with the faculty, administration, and community to establish a productive and beneficial climate for learning. This would include, but not be limited to, actions such as:

1. Listening carefully to what others have to say.
2. Carrying out individual responsibility when working on a committee or small group project.
3. Seeking improvement in the educational program, environment, and process.

F. Conscientious Classroom Work

All students are responsible for giving full effort to their studies. They should pursue and complete their course of study: make all necessary arrangements for completing make-up work following an absence; and assist the teacher in making the class interesting and worthwhile.

G. School Rules/Regulations

All students should conform to fairly developed and enforced nondiscriminatory school rules/regulations. They should know these rules and be willing to participate in their development and/or revision when appropriate.

H. Volunteer Information

All students have the responsibility to volunteer information in disciplinary cases when they have knowledge of importance in such cases.

National Council for the Social Studies. Reprinted with permission.

Indian Student Bill of Rights

The Indian Nations at Risk Task Force believes that every American Indian and Alaska Native student is entitled to:

- A safe and psychologically comfortable environment in school.
- A linguistic and cultural environment in school that offers students opportunities to maintain and develop a firm knowledge base.
- An intellectually challenging program in school that meets community as well as individual academic needs.
- A stimulating early childhood educational environment that is linguistically, culturally, and developmentally appropriate.
- Equity in school programs, facilities, and finances across Native communities, and in schools run by the federal government and public schools in general.

U.S. Department of Education 1991

Montana Teacher Education Program Standards

Board of Public Education, Amended: March 31, 1989

10.58.508 Elementary Social Studies

(6) provide sufficient preparation for competence in the subject areas normally found in the elementary and preschool curriculum, including: . . .

(c) social studies—specifically, the development of instructional competence in teaching methods and the use of materials that promote effective pupil use of the sequentially developed social studies skills in the areas of history, economics, geography, political science and sociology. Competencies shall include but are not restricted to the following:

- (i) knowledge of prerequisite readiness skills at all levels and the ability to assess and teach them;
- (ii) ability to apply techniques for teaching basic social studies skills including but not limited to group interaction, decision making, graphing, mapping, research and study skills;
- (iii) ability to use special materials and strategies that assist students to recognize that Native American people and their unique history make a significant impact on Montana and United States history;
- (iv) ability to use materials and practices that encourage broad-based and independent study of different cultures and their interdependence; and
- (v) ability to use strategies and materials to educate students in becoming more effective and analytical citizens;

10.58.523 Social Science (1) The social science program may follow the subject-major pattern or the comprehensive major pattern. The comprehensive major shall embrace a broad base of social science disciplines including anthropology, history, sociology, government, economics, psychology, and geography. The comprehensive major shall include a concentration in one of the endorsable disciplines that is coupled with balanced study in three other endorsable social science disciplines. Social science disciplines selected shall adhere to a scope and sequence approach which ensures a thorough grounding in the basic philosophy, theory, concepts and skills associated with the discipline. Curricula leading to a certificate in a discrete subject (history, political science, et al.) must meet 10.58.523(2) and the provisions of (3) through (8) of that section.

(2) Common Standards: For the prospective teacher the program shall:

(a) develop the ability to organize learning experiences which facilitate growth in group processes and human relations skills, including:

- (i) the ability to relate to and feel for others;
- (ii) the ability to understand one's self and develop positive self-awareness;
- (iii) the ability to address and recognize individual differences; and
- (iv) the ability to work with others;

(b) develop the ability to organize content into teaching/learning sequences that:

- (i) address basic factual information;
- (ii) arrange major concepts and data into learning sequences that help one ascertain relationships between facts, concepts, and generalizations; and
- (iii) organize teaching/learning strategies that proceed from factual information to development of and subsequent application of theories;

(c) provide for study of scientific processes;

(d) develop the ability to organize material in ways that afford students opportunities to:

- (i) use all one's senses for data collection, perceiving problems, observing environments and classifying objects and events;
- (ii) evaluate and judge data, make inferences, form and test hypotheses; and
- (iii) make reliable predictions based on learning, observations, classification, evaluation judgment, inference and tests of hypotheses;

(e) provide knowledge of a variety of processes used in examining controversial and value-related issues, including those that permit examination of both affective and cognitive input;

(f) develop and demonstrate the ability to think critically and make decisions through:

- (i) application of social science disciplines by constructing support materials such as charts, maps and graphs;
- (ii) use of research skills and applying information gleaned from varied local, regional, state and national sources; and
- (iii) questioning effectively to generate student response;

(g) provide, develop and employ simulation and game techniques to generate direct student experience with different social science discipline concepts.

(3) Economics: For the prospective teacher the program shall provide:
(a) knowledge of economic principles, systems, history, patterns, effects and applications; and
(b) study of such concepts as:
  (i) production, consumption and distribution;
  (ii) unlimited wants and limited resources;
  (iii) exchange of goods and services; and
  (iv) societies, cultures, environments and governments.
(4) Geography: For the prospective teacher the program shall provide:
(a) knowledge of the physical, social, historical and economic theories of geography; and
(b) study of such issues and concepts as:
  (i) influence of geography on human development;
  (ii) difference of physical resources in various geographic areas;
  (iii) impact of human use and development of geographic areas; and
  (iv) impact of geological time.
(5) Government: For the prospective teacher the program shall provide:
(a) knowledge of the evolution and development of government, systems of government, and sources of power and authority; and
(b) study of such political science concepts and issues as:
  (i) interdependence of individuals and groups within a society;
  (ii) influence of social values, beliefs and traditions on government;
  (iii) sources of political power and authority;
  (iv) forms of governmental structures and institutions; and
  (v) impact of interest groups, pressure groups and lobbies.
(6) History: For the prospective teacher the program shall provide:
(a) knowledge of United States, European, Non-Western history and historiography; and
(b) study of such historical concerns as:
  (i) that the past is studied to understand the possibilities for the future;
  (ii) that continuous and unrelenting change has been a universal condition of humans;
  (iii) that each generation creates and interprets history according to its needs, aspirations and points of view;
  (iv) that the record of the past is fragmentary, selective and biased;
  (v) that interrelated social, cultural, political, geographical, and intellectual factors have shaped history; and
  (vi) that Native American people and their unique history make a significant impact on Montana and United States history.

(7) Psychology: For the prospective teacher the program shall provide:

(a) knowledge of human and animal behavior and investigative and scientific methods used in psychology; and

(b) study of such psychological concerns as:

- (i) effects of stimuli on behavior;
- (ii) influence of culture on behavior; and
- (iii) existence of deviant behavior.

(8) Sociology: For the prospective teacher the program shall provide:

(a) knowledge of social systems and institutions and how they evolved throughout the world; and

(b) study of such social concepts as:

- (i) most humans live in groups;
- (ii) humans exist in diverse and similar patterns;
- (iii) societies develop systems of roles, norms, values and sanctions to guide individual and group behavior; and
- (iv) culture is adapted to serve human needs and humans adapt to cultural conditions.

Standard for the Preparation of Social Studies Teachers

Prepared by the Task Force for Revision of the Teacher Education Standards

APPROVED BY NCSS BOARD OF DIRECTORS, 1992

This revision of the National Council for the Social Studies "Standards for Preparation of Social Studies Teachers" has been undertaken following a decade of intense reform activity in teacher education, much of it generated by a series of widely heralded national reports. Although these reports and the resulting national debate provide directional signs for the nineties, it is too early to judge which paths will most often be taken and how far the profession will choose to move down those paths.

After careful attention to these directional signs for reform and to what has served the nation well in the past, the Council has revised its 1987 teacher preparation standards to harmonize current reform recommendations with the best traditions of social studies teacher preparation.

The revised standards are compatible with either four-year or extended teacher education programs, including those in which initial licensure is earned through graduate study. In revising the standards, the Council has identified several principles of high quality social studies teacher education programs. Colleges and universities that wish to have high quality programs should

- have high standards for admission and continuation in teacher education programs;
- offer programs of study that include a substantial and challenging foundation in general education;
- provide depth and breadth of preparation in the disciplines that make up the field of social studies (history, geography, economics, political science, sociology, anthropology, and psychology);
- provide for collaboration between education and arts and sciences faculties in program planning and delivery;
- provide a program of research-based professional studies closely integrated with a sequence of systematically planned and well-supervised field experiences;
- create partnerships with schools in providing programs and establishing appropriate mechanisms of accountability for their graduates' teaching performance; and
- aggressively recruit and support students representative of diverse populations.

The revised standards fulfill a major responsibility of the National Council for the Social Studies to promote excellence in the preparation of beginning social studies teachers—that is, for initial teacher licensure. It is essential, however, that this task be viewed only as an important first step. With increased attention being given to upgrading the requirements for initial licensure and improving professional opportunities within the teaching profession, the development of a social studies teacher has become a career-long process. The Council has also adopted advanced standards for the development of career professionals.

PURPOSES OF THE STANDARDS

The revised standards are designed as a guide for professional planning, practice, and program evaluation. They identify critical attributes that should characterize social studies teachers at all levels and the programs that prepare them to teach. These standards should be a guide to (1) state education agencies in revising standards for licensing social studies teachers, (2) college and university teacher education faculty in establishing admission and retention standards and procedures, and in planning, developing, and refining programs of study, and (3) the National Council for the Accreditation of Teacher Education and other agencies in evaluating and accrediting teacher preparation programs.

The standards apply to programs designed to prepare (1) secondary social studies teachers, (2) secondary teachers specializing in history, economics, geography, or political science, (3) middle school teachers, (4) elementary teachers, and (5) early childhood teachers. The standards identify selection and continuation criteria and processes, program requirements, and institutional considerations.

I. SELECTION AND CONTINUATION

Institutions that recommend licensing of social studies teachers should establish, publish, and maintain a clearly defined process for selective admission to and continuation in teacher education programs. Specifically, institutions should (1) establish generally understood criteria for admission to the college or division of education, the teacher education program, the social studies teacher preparation program, student teaching, and other checkpoints as appropriate to the institution, (2) involve social studies education and teacher education faculty in the selection and continuation process, (3) maintain or increase the rigor of criteria as students progress through the program, and (4) be prepared to demonstrate that mean candidate performance on measures of institutional criteria is above the institutional average. Institutions may place varying degrees of importance on criteria for admission and continuation, but the institution should state clearly and communicate to students and potential employers the weighting of criteria.

Although each institution should determine specific criteria for selecting and continuing teacher education candidates, every program should include the following types of criteria: (1) measures of academic ability; (2) breadth, depth, and quality of preparation in liberal arts and sciences, social studies or a social studies discipline, and professional education; (3) effective interpersonal or human relations skills; (4) excellent communication skills (reading, writing, and speaking); (5) calculating, mapping, and graphing skills; (6) critical thinking, problem-solving skills; (7) ethical conduct; (8) classroom management skills; and (9) multicultural and community experiences.

During the first half of the 1980s, most states and many teacher preparation institutions adopted written tests and set cutoff scores to measure specific knowledge or skills, either as a basis for admission to programs or for licensure upon completion of the program. Where a test score is used as a criterion, the test should demonstrably be a highly reliable and valid indicator of what is measured. Test scores should always be used in conjunction with other measures—never as the only measure.

In the design and implementation of teacher education programs, the selection and continuation process should include effective safeguards against bias related to age, culture, ethnicity, gender, race, social-economic status, and handicapping conditions. Furthermore, institutions should be able to document the special initiatives they use to attract representatives of diverse populations into teacher education.

II. PROGRAM REQUIREMENTS

Programs that lead to licensure to teach social studies or a social studies discipline should provide intellectually stimulating and academically well-balanced experience for prospective teachers. The programs should include the following: (1) general studies; (2) social studies; and (3) professional education. The elements described below under these three components need not be organized as specific courses, but should be incorporated into the total program.

A. General Education

Candidates for teacher licensure should have had quality instruction that includes current and research-based knowledge and analytical skills in all of the following: (1) humanities (for example, fine arts, foreign languages, and literature); (2) social sciences with specific and separate attention to behavioral sciences (anthropology, psychology, and sociology); (3) oral and written communications; (4) natural sciences; (5) mathematics and computer sciences; and (6) global, multicultural, and gender perspectives. Candidates recommended to become social studies teachers at any level should have completed a minimum of one-third of their total four-year or extended-preparation program in general studies.

B. Social Studies

Candidates for initial licensure as social studies teachers or single-discipline history, economics, political science, or geography teachers should have gained substantial understanding of the information, concepts, theories, analytical approaches, and differing value perspectives, including global and multicultural perspectives, important to teaching social studies. Problem-solving, critical thinking, and application skills should be stressed. Courses included in programs of study as part of the social studies component and those social studies courses taken as part of the general studies component should be planned as a logical whole. The proportion of the course work in the social studies component called for in these standards includes work taken as part of general studies.

Programs of study for licensure of comprehensive social studies teachers (grades 7-12) should include the study of each of the following: U.S. history, world history (including Western and non-Western civilization), political science (including U.S. government), economics, world geography (cultural, physical, and economics, with emphasis upon interrelationships), and the behavioral sciences (anthropology, psychology, and sociology). In partial fulfillment of this standard, interdisciplinary social studies courses may be used. To assure substantial study beyond introductory survey courses, all programs should require an area of concentration in one of the social studies of not less than eighteen semester hours. Course work in social studies should encompass not less than 40 percent of the total four-year or extended-preparation program.

Institutions that allow, encourage, or require preparation for licensure by discipline (history, geography, political science, or economics) should require a program of study in that discipline that is not less demanding than what is required of a B.A. or B.S. degree major in that discipline at that institution, but in no instance should this component encompass less than 30 percent of a four-year or extended-preparation program. All other standards apply to single-discipline licensure in history, geography, political science, and economics, except those described in the previous paragraph. All single-discipline preparation must include study in U.S. history and government, geography, economics, and non-Western civilization.

Programs of study leading to licensure of social studies teachers in middle schools or departmentalized elementary schools should include, but not be limited to, the study of U.S. history and government, geography (cultural, physical, and economics, with emphasis upon interrelationships), world history, and economics. Interdisciplinary social studies courses may be used to meet this standard. Course work in social studies should constitute not less than 30 percent of a four-year or extended-preparation program.

Programs leading to licensure as self-contained classroom teachers at the elementary level should include, but not be limited to, the study of U.S. history and government, world geography (cultural, economics, and physical, with emphasis upon interrelationships), world history, and economics. This course work should constitute not less than 15 percent of a four-year or extended-preparation program.

Those preparing for licensure as early childhood teachers should also have completed course work in social studies amounting to at least 15 percent of their four-year or extended-preparation program of study. Programs of study for early childhood teachers should include the study of U.S. and world history, physical and cultural geography, and other social and behavioral sciences. Interdisciplinary social studies courses may be used to meet this standard.

C. *Professional Education*

Candidates for initial licensure as social studies teachers at all levels should have quality instruction in each of the following areas of professional study: (1) social and philosophical foundations of education including the purposes and nature of schools; (2) human growth and development and the psychology of learning; (3) students with exceptionalities; (4) multicultural perspectives; (5) use of technology in instruction; (6) general teaching strategies including planning and evaluation; (7) the teaching of communication skills in the content area including reading, writing, and speaking; and (8) social studies methodology at the level for which licensure is sought.

Courses in social studies methods are required at all levels of licensure and should prepare prospective teachers to select, integrate, and translate knowledge and methodology from social studies disciplines in ways appropriate to students at the school level they will teach, and give attention to the goals unique to the social studies and to those shared with other parts of the school curriculum. Students should also be able to teach social studies using a variety of instructional approaches and in various types of settings. Over the course of the program, clinical experiences should provide opportunities for observing various aspects of school settings that include a range of instructional and administrative elements. They should also provide opportunities for contact with students of varying cultural, socioeconomic, racial, and ethnic backgrounds, and those with special learning needs and learning styles. All teacher candidates should have early systematic clinical experiences prior to student teaching. A full-time student teaching experience should be scheduled for a minimum of 15 weeks in the subject(s) and grade level(s) for which the candidate is seeking licensure. A licensed cooperating teacher in a state or regionally accredited elementary or secondary school should directly supervise the student teaching experience. University or college personnel with successful experience and advanced training in the teaching of social studies or teaching of a social studies discipline should closely supervise the student teaching experience. Supervisors of early childhood and elementary student teachers should have successful experience and advanced preparation at the level they supervise.

Candidates recommended for initial licensure as early childhood teachers or elementary classroom teachers and those individuals whose specialization is social studies in departmentalized elementary schools and middle schools should have successfully completed a minimum of 30 percent of a four-year or extended-preparation program in the professional areas listed above.

Those recommended for initial licensure as secondary social studies teachers or teachers of a single social studies discipline should have completed at least 20 percent of a four-year or extended-preparation program in the previously listed professional areas, including student teaching. Realizing that completing a college teachers preparation program is only a first step in becoming a teacher, NCSS anticipates that all first-year teachers will have access to a one- or two-year program of induction that includes assistance of a mentor teacher and a college specialist in social studies education.

III. INSTITUTIONAL CONSIDERATIONS

This section includes standards relating to the following: (1) recommendations for licensure; (2) qualifications of the faculty; and (3) locus of control.

A. *Recommendations for Licensure*

A candidate seeking licensure in social studies or a single discipline within the social studies should be recommended for licensure only after the faculty of that institution are satisfied that the candidate has met all criteria established by the institution and is fully prepared to be inducted into the teaching profession. Each institution should have a mechanism that systematically assures that faculty review and approve the candidate. Institutions should also maintain a due process procedure for students who are denied licensure.

B. *Faculty Qualifications*

The faculty of all components of a teacher preparation program should be recognized for excellence in their fields of specialization and as teachers. Staff responsible for the teacher education program should have successful elementary or secondary teaching experience in public or private schools as well as continuing and close relationships with elementary and secondary schools. All faculty should be teaching and involved in scholarly and professional activities in their specialties, and those who are full-time, tenure track faculty should hold a doctoral degree with an emphasis or major in social studies education or an academic discipline within the social studies field. The faculty should also meet or exceed the standards of all appropriate accrediting agencies and associations.

C. *Locus of Control of Teacher Education*

Responsibility for managing teacher education programs should rest with the dean of a college of education, the director of a school of education, or the chair of a department of education. Regardless of that individual's position, it is critical that he or she establish and maintain close collaboration with the dean and faculty of other colleges and departments (for example, Arts and Sciences) to strengthen teacher education programs.

Whoever is responsible for recommending teacher candidates for licensure should oversee admissions and continuation criteria and processes, program design, course requirements, course approval, faculty selection and assignment, and program evaluation. The faculty should, in turn, be responsible for developing, maintaining, and delivering quality programs.

National Council for the Social Studies 1991. Reprinted with permission.

SECTION 6—REFERENCES

Works Cited

Select Bibliography

Montana Select Bibliography

Social Studies Organizations

Works Cited

Adams, Dennis M., and Mary E. Hamm. 1992. Portfolio assessment and social studies: Collecting, selecting, and reflecting on what is significant. *Social Education* 56 (February): 103-105.

Bradley Commission on History in the Schools. 1988. *Building a history curriculum: Guidelines for teaching history in the schools.* Washington, DC: Education Excellence Network.

Bragaw, Donald H., et al. 1986. Scope and sequence: Alternatives for social studies. *Social Education* 50 (November/December): 484-542.

California State Board of Education. 1988. *History-social science framework for California public schools.* Sacramento: California State Department of Education.

Clarke, Edward. 1988. The search for a new educational paradigm: The implications of new assumptions about thinking and learning. In Freeman, David E., and Yvonne S. Freeman. 1991. Doing social studies: Whole language lessons to promote social action. *Social Education* 55 (January): 29.

Connecticut State Department of Education. 1992. *A guide to curriculum development: Social Studies.* Hartford, CT: State Connecticut Board of Education.

Constitutional Rights Foundation. 1992. We came to free the slaves: John Brown on trial. *Bill of Rights in Action* 9 (Winter): 4-5.

Costa, Arthur L. 1989. *Teaching for intelligent behavior: An awareness workshop.* Alexandria, VA: Association for Supervision and Curriculum Development.

Curriculum Task Force of the National Commission on Social Studies in the Schools and the National Social Science Disciplinary Associations. 1989. *Charting a course: Social studies curriculum for the 21st century.* Washington, DC: National Commission on Social Studies in the Schools.

Dickinson, Dee. 1992. Multiple technologies for multiple intelligences. *The American School Board Journal* 178 (September): A8 - A12.

English, Raymond. ed. 1974. *The teaching of our America.* Teacher's Guide. Rocky River, OH: Center for Learning.

Fraenkel, Jack R. 1973. Helping students think and value: Strategies for teaching the social studies. In *A Guide to Curriculum Development.* 1992. Hartford, CT: Connecticut State Department of Education.

Freeman, David E., and Yvonne S. Freeman. 1991. Doing social studies: Whole language lessons to promote social action. *Social Education* 55 (January): 29-32, 66.

Gagnon, Paul A. 1993. *Seamless subjects, seamless reform: Learning and teaching together, from pre-school to Ph. D.* Westlake, OH: National Council for History Education, Inc.

Hartoonian, H. Michael, and Margaret A. Laughlin. 1989. Designing a social studies scope and sequence for the 21st century. *Social Education* 53 (October): 388-398.

Jacobs, Heidi Hayes, and J. H. Borland. 1986. "The interdisciplinary concept model." In *Interdisciplinary curriculum: Design and implementation*, edited by Heidi Hayes Jacobs. Alexandria, VA: Association for Supervision and Curriculum Development.

Jacobs, Heidi Hayes. ed. 1989. *Interdisciplinary curriculum: Design and implementation.* Alexandria, VA: Association for Supervision and Curriculum Development.

Jarolimek, John, et al. 1984. In search of a scope and sequence for social studies: Report of the National Council for the Social Studies Task Force in Scope and Sequence, November 1, 1983. *Social Education* 48 (April): 249-273.

Kniep, Willard M. 1989. Social studies within a global education. *Social Education* 53 (October): 399-403.

Kysilko, David, and Janice Earle. 1992. *It all adds up: Science and mathematics education policies for the future.* Alexandria, VA: The National Association of State Boards of Education.

Lewis, Barbara. 1991. *The kids guide to social action.* Minneapolis, MN: Free Spirit Publishing, Inc.

Marzano, Robert J., Ronald S. Brandt, Carolyn Sue Hughes, Beau Fly Jones, Barbara Z. Presseisen, Stuart C. Rankin, and Charles Suhor. 1988. *Dimensions of thinking: A framework for curriculum and instruction.* Alexandria, VA: Association for Supervision and Curriculum Development.

Minnesota Department of Education. 1992. *Social studies curriculum guide.* Minneapolis: Minnesota Department of Education.

Montana Office of Public Instruction. 1991. *Communication Arts Curriculum Model.* Helena: Montana Office of Public Instruction.

National Council for the Social Studies. Task Force on Scope and Sequence. 1989. In search of a scope and sequence for social studies. *Social Education* 53 (October): 376-375.

____________________. 1990. Ethical principles for the social studies profession. rev. ed. *Social Education.* 54 (October):344-345.

____________________. 1990. *Social studies curriculum planning resources.* Dubuque, IA: Kendall/Hunt Publishing Company.

____________________. Religion in the Schools Committee. 1988. *Position statement and guidelines: Study about religions in the social studies curriculum.* Washington, DC: NCSS.

____________________. 1989. Essential skills for social studies. *Social Education* 53 (October): 386-387.

____________________. Task Force for Revision of the Teacher Education Standards. 1987. *Position statement and guidelines: Standards for the preparation of social studies teachers.* Washington, DC: NCSS.

____________________. Academic Freedom Committee. 1991(1969). Academic freedom and the social studies teacher. *Social Education* 55 (January): 13-15.

____________________. 1974. *Position statement on student rights and responsibilities.* Washington, DC: NCSS.

____________________. 1992. Position statement on ability grouping in the social studies. *In Cooperative Learning in the Social Studies,* edited by Robert J. Stahl and Ronald L. VanSickle, 59-62. Washington, DC: NCSS.

____________________. 1992. Curriculum guidlelines for multicultural education. *Social Education* 56 (September): 274-294.

____________________. 1988. *Revision of the NCSS social studies curriculum guidelines.* Washington, DC: NCSS.

Parker, Walter C. 1991. *Renewing the social studies curriculum.* Alexandria, VA: Association for Supervision and Curriculum Development.

Rutter, Robert A., and Fred M. Newmann. 1989. The potential of community service to enhance civic responsibility. *Social Education* 53 (October): 371-374.

Sadker, Myra P., and David M. Sadker. 1982. *Sex equity handbook for schools.* New York: Longman.

Santa, Carol M. 1988. "Content reading including study systems." In *Strategic Learning in the Content Areas.* Madison: Wisconsin Department of Education.

Shaver, James P. ed. *Handbook of research on social studies teaching and learning.* New York: Macmillan Publishing Company.

U.S. Department of Education. Indian Nations At-Risk Task Force Commission. 1991. *Indian nations at risk.* Washington, D.C.: U.S. Government Printing Office.

Vrooman, Nicholas C.P. 1992. *Montana: The people.* Helena: Montana State Arts Council.

Walter, Dave. 1991. *Montana: A classroom guide to the study of the state.* Helena: Montana State Historical Society. Montana Office of Public Instruction.

Welton, David A., and John T. Mallan. 1988. *Children and their world.* Boston, MA: Houghton Mifflin Company.

Wisconsin Department of Public Instruction. 1990. Reprint. *A guide to curriculum planning in the social studies.* Madison: Wisconsin Department of Public Instruction.

____________________. 1990. *A guide to curriculum planning: Purpose and procedures.* Madison: Wisconsin Department of Public Instruction.

Select Bibliography

Bill, Willard E. 1990. *From boarding house to self-determination.* Helena: Montana Office of Public Instruction. This unit was written to supplement the curriculum of intermediate and secondary teachers in Washington state. The material is applicable to social studies classes, special events, or Indian studies classes.

____________________. 1989. *Integrating current events into Indian studies.* Olympia: Washington Office of Public Instruction. This instructional guide was presented at the Montana Institute for Effective Teaching of American Indian Children in June 1989. It contains ideas for course planning and information on dealing with current and controversial issues in the classroom.

Brouillet, Frank B., Cheryl Chow, Warren H. Burton, and Willard E. Bill. 1987. *Teaching about Thanksgiving.* Olympia: Washington Office of Public Instruction. This publication attempts to create a balance between historic truth and positive inspiration. It is hoped by the writers that this material will be helpful to teachers of grades K-6 when they are attempting to portray and discuss the events surrounding the first Thanksgiving.

Butts, R. Freeman. 1988. *The morality of democratic citizenship: Goals for civic education in the republic's third century.* Calabasas, CA: Center for Civic Education. This book puts forth the civic values and ideas that schools should be teaching. The volume is not a handbook or curriculum guide, but is designed to broaden the perspective of curriculum specialists, teachers, and educational policymakers. In the first three chapters of this four-chapter book, the study of and learning about history, the study of and learning about constitutional principles, and the study of and learning about conceptions of citizenship are examined. The final chapter offers a set of twelve ideas and civic values that should suffuse teaching and learning in the schools. These twelve values are justice, equality, authority, participation, truth, patriotism, freedom, diversity, privacy, due process, property, and human rights.

California History-Social Science and Visual and Performing Arts Unit. 1990. *Readings for teachers of United States history and government.* Sacramento: California State Department of Education. The readings in this publication reflect course content for grades nine through twelve and teachers are encouraged to read and discuss them. The authors hope the suggested literature not only increases teachers' knowledge of historical eras and issues but also provides the impetus for informal, collegial reading circles.

California State Department of Education. 1992. *Second to none: A vision of the new California high school.* Sacramento: California State Department of Education. This report describes a vision of the new California high school. It recommends that a key to raising students' performance levels depends on a comprehensive reform and a integral linking together of the following ideas: creating curricular paths to success, developing powerful teaching and learning, establishing a comprehensive accountability and assessment system, providing comprehensive support for all students, including language minority students and those at risk of failure, restructuring the school, and creating new professional roles.

Council on Interracial Books for Children. 1979. *Guidelines for selecting bias-free textbooks and storybooks.* New York: Council on Interracial Books for Children, Inc. This publication presents guidelines to be used by educators as a practical tool to evaluate learning materials for possible bias. The Council considers this book to be its most important contribution to date, and the perspectives of these reviewers—people of color, feminists of all colors, disability rights activists, anti-ageism activists, and other members of oppressed groups—have provided the insights and perspectives upon which these guidelines are based.

Crabtree, Charlotte, Gary B. Nash, Paul Gagnon, and Scott Waugh, eds. 1992. *Lessons from history: essential understandings and historical perspectives students should acquire.* Los Angeles, CA: National Center for History in Schools. This publication is intended to be a response to the decline in student achievement levels in history. In March, 1988, The National Endowment for the Humanities established, in cooperation with the University of California, Los Angeles, a National Center for History in the Schools. Its purpose was to engage in a broad program of research and dissemination activities to improve history teaching and learning in the nation's elementary and secondary schools. The cornerstone of this program was to be a volume setting forth the essential understandings and historical perspectives students should acquire. Its primary audience was to be teachers, curriculum leaders, parents, school boards, and legislators—all who are a concern for improving history in their schools. This volume is the product of that mission.

Gagnon, Paul. 1989. *Democracy's half-told story: What American history textbooks should add.* Washington, DC: American Federation of Teachers. The first purpose of a high school course in U.S. history must be to help students understand the essence of democracy and those events, institutions, and forces that have either promoted or obstructed it. This review examines five textbooks and analyzes how useful they are in aiding that process, and how they might be made more helpful.

____________________. 1987. Washington, DC: American Federation of Teachers. Content weakness in textbooks is a major obstacle to effective social studies teaching. The book concludes that these world history textbooks tend to neglect democracy's ideas, principles, origins, needs, and significance and that, when included, these concepts are not systematically presented. Teachers may not be able to rely on world history textbooks to convey and teach the concepts of struggles for freedom, self-government, and justice.

Harvey, Karen D., Lisa D. Harjo, and Jane K.Jackson. 1990. *Teaching about Native Americans.* Washington, D.C.: National Council for the Social Studies. This publication is intended to provide direct and practical support for elementary and secondary teachers who teach about Native Americans and who share a respect and concern for the indigenous people of our nation.

Holt, Tom. 1990. *Thinking historically: Narrative imagination and understanding.* New York: College Board. In this book, a professional historian provides a personal narrative of how he thinks about teaching history. The historian's own assumptions about teaching history include the following: tudent misconceptions must be explored, not ignored; teachers must be models of mindfulness; strong teaching includes values and choices; a "basic skills" approach postpones learning; the meaning of "higher order skills" must be re-examined; authentic materials prompt thinking and students know more than educators think. A 29-item list of references is included.

Hunter, Kathleen, ed. 1990. *Heritage education resource guide.* Washington, DC: National Trust for Historic Preservation. Heritage education is defined as teaching and learning about U.S. history and culture. It is an interdisciplinary approach to education that encompasses subjects like architecture, art, community planning, social history, politics, conservation, and transportation. This guide is intended to help persons identify information about heritage education programs and materials.

Joint Committee on Geographic Education. 1984. *Guidelines for geographic education: Elementary and secondary schools.* Washington, DC: Association of American Geographers. This publication is the fruition of a joint venture of the CGE and the AAG. These two professional organizations represent the most influential geographic educators and geographers in the United States and Canada. The committee views these guidelines as a current statement for improving geographic education in the United States. These guidelines should evolve and develop as geography becomes established as an integral and dynamic part of the curriculum in our nation's schools.

Massachusetts Department of Education. 1989. *On their own: Student response to open-ended tests in social studies.* Boston: Massachusetts Department of Education. This booklet, one in a series of four, represents one of the many efforts of the Massachusetts Department of Education to help schools carry out their educational mission more effectively. It provides models for student evaluation within the classroom, as well as describing students' progress in understanding. This booklet suggests an important aim of education: the ability of students to act as independent, rational thinkers.

New York State Social Studies Review and Development Committee. 1991. *One nation, many peoples: A declaration of cultural interdependence.* Albany: New York State Education. The committee that produced this report was asked to review existing New York State social studies syllabi and to make recommendations to the Commissioner of Education designed to increase students' understanding of U.S. culture and its history; the cultures, identities, and histories of the diverse groups that comprise U.S. society today; and the cultures, identities, and histories of other people throughout the world. Among the committee's overall recommendations was that the present New York State social studies syllabi be subjected to detailed analysis and revision in order to provide more opportunities for students to learn from multiple perspectives and in order to remove language that is insensitive or may be interpreted as racist or sexist.

Patrick, John J. 1991. *Ideas of the founders on constitutional government: Resources for teachers of history and government.* Washington, DC: Project '87 of the American Historical Association and the American Political Science Association. The political ideas of John Adams, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and other founders of the United States have been a rich civic legacy for successive generations of citizens. Current secondary school curricula are flawed by neglect of core ideas in the political thought of the founders. This volume is designed to address this flaw; its contents highlight the constitutional thought of important founders in scholarly essays and teaching plans for high school history and government teachers and in document-based learning materials for students. The volume contains nine units, each of which is based on the ideas and primary sources found in essays originally published in *This Constitution: A Bicentennial Chronicle.*

Patrick, John J., and Robert S. Leming, eds. 1991. *Resources for teachers on the Bill of Rights.* Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education. Ideas and information that can enhance education about the constitutional rights of individuals in U.S. history and the current system of government in the United

States are included in this book. The resource guide contains nine distinct parts dealing with aspects of learning and teaching about the Bill of Rights in both elementary and secondary schools.

Quigley, Charles N., et al. 1991. *CIVITAS: A framework for civic education.* Calabasas, CA: Center for Civic Education. This publication is a curriculum framework whose purpose is to revitalize civic education in schools throughout the nation and looks forward to a renaissance in civic thinking, learning, and action. The authors set forth a set of national goals to be achieved in civic education curriculum, primarily for K-12 public and private schools, but with extended applications in communities and in higher education, specifying the knowledge and skills needed by citizens to perform their roles in American democracy.

Ravitch, Diane, ed. 1990. *The American reader: Words that moved a nation.* New York: Harper Collins Publishers. This collection aims to put its readers into direct contact with the words that inspired, enraged, delighted, chastened, or comforted Americans in days gone by. Gathered here are the classic speeches, poems, arguments, and songs that illuminate—with wit, eloquence, or sharp words—significant aspects of American life.

Reinhartz, Dennis, and Judy Reinhartz. 1990. *Geography across the curriculum.* Washington, DC: National Education Association. Geography should be infused into existing elementary and secondary school curricula rather than added as another separate subject at various levels. That is the thrust of this monograph, which suggests ways to integrate relevant geographic knowledge, concepts, and skills into specific elementary and secondary subjects. The relationship between geography and history, social studies, foreign languages, English/language arts, the arts, science, mathematics, business, and computer-based instruction is examined. A 55-item bibliography is included, as is an extensive resource list.

Saunders, Phillip, et al. 1984. *Master curriculum guide in economics: A framework for teaching the basic concepts.* 2d. ed. New York: Joint Council on Economic Education. Intended for curriculum developers, this revised Framework presents a set of basic concepts for teaching K-12 economics. The revision reflects the change and development which the field of economics has undergone and includes improvements suggested by users of the first edition. The purpose of teaching economics is to impart a general understanding of how our economy works and to improve economic decision making by students through the use of an orderly, reasoned approach.

U.S. Department of the Interior. Bureau of Indian Affairs. 1991. *American Indians today: Answers to your questions.* 3d ed. Washington, DC: U.S. Government Printing Office. This booklet is intended as an informational source. It answers the most commonly asked questions, explains the duties of the BIA and the educational programs it offers, explains where health and other services are available, and gives a general overview of federal appropriations. Included also is an extensive bibliography containing many other sources of information.

Whiteman, Henrietta. 1978. *General American Indian history overview for the Indian culture Master plan.* Missoula: University of Montana. This publication is an historical outline listing dates and events, starting with Christopher Columbus in 1492, up until the "International NGO Conference on Discrimination Against Indigenous Populations-1977—in the Americas" held at the UN in Geneva in 1977, that impact upon today and the future of all American Indians. The author is the Director and Associate Professor of Native American Studies at the University of Montana, Missoula, Montana.

Montana Select Bibliography

American Geographic Publishing. 1981-1990. *Montana geographic series.* 16 volumes. Helena, MT: American Geographic Publishing. This series presently includes 16 volumes with at least two more planned. Each volume is devoted to one subject, covering such diverse topics as Montana wildlife, Montana's explorers, Montana's homestead era and Montana's Yellowstone River. These publications, written by a variety of authors, include numerous color photographs; some also include paintings and detail maps.

Chesarek, Frank, and Jim Brabeck, ed. 1978. *Montana: Two-lane highway in a four-lane world.* Missoula, MT: Mountain Press Publishing Co. This publication was developed by the Lolo Middle School for statewide use as a Montana history textbook. It includes, but is not limited to: photographs, many previously unpublished; a color-coded timeline; reprinted articles from over 100 unusual and often hard to find sources, and a general bibliography and specific bibliographical information for each basic time period of Montana's history. A list of recommended supplemental reading, listening and viewing is also included.

Fergus County Superintendent of Schools Office. 1984. *Montana history unit: Big sky country.* Lewistown, MT: Fergus County Superintendent of Schools Office.This two-book set, which includes both a teacher's guide and student workbook, is a complete unit on Montana History. It contains a Montana history outline, and includes chapters on maps, state information, Indians, and geography. It also has a section on activities, such as fun sheets and quizzes, and contains a teacher's bibliography of Montana books.

Fritz, Harry W. 1984. *Montana: Land of contrast.* Woodland Hills, CA: Windsor. *Montana: Land of Contrast* tells the history of a state beset by many differences, and the author skillfully recreates the stories behind these differences. He pushes beyond Montana's past and uniquely records contemporary Montana. Detailing the birth of the state's second constitution in 1972, Fritz shows how Montana's past and present differences have achieved a delicate balance in the 20th century.

Howard, Joseph Kinsey. 1983. *Montana: High, wide and handsome.* Norman, OK: University of Nebraska Press. A significant history of Montana. Anyone wishing to learn about the development and decline of a region before it became fashionable to speak of such things would do well to ready Kinsey's highly documented and equally fascinating writing. From her infancy to her rise as the Northern Plains Grand Dame, the character of Montana is exposed.

Lopach, James, et al. 1983. *We the people of Montana: The workings of a popular government.* Missoula: Mountain Press Publishing Co. This book on contemporary Montana politics traces the Montana character through the principal institutional features of the state's government. The goal of this study is to portray Montana politics today as the workings of a popular government.

Malone, Michael P., Richard B. Roeder, and William L. Lang. 1991. *Montana: A history of two centuries.* rev. ed. Seattle, WA: University of Washington Press. The publication is a general, interpretive history of Montana for the mature reader. The authors have endeavored to focus on those historical trends, events, and personalities that proved most vital to the shaping of present-day Montana. The emphasis is on the serious economic, social, political, and cultural threads in the main fabric of the state's history, and the authors have included many historical photographs.

Malone, Michael P., and Richard B. Roeder. 1975. *Montana as it was: 1876—A centennial overview.* Bozeman, MT: Montana State University. This publication, written as the nation's Bicentennial approached, focuses on Montana as it existed in 1876, the year in which the citizens of this territory joined the rest of the country in celebrating the Centennial. It contains an overview of many aspects of life in the Montana Territory at that time and shows how certain events, the Battle of the Little Big Horn, for example, brought national attention to this 12-year-old territory.

Montana Historical Society. 1992. *Work and technology: An activity guide to the exhibit "Montana homeland."* Helena: Montana Historical Society. This guide focuses on work and technology, from prehistory to the present. It is intended to be used as preparation for students in grades 7-10 planning to visit the Montana Historical Society's "Montana Homeland" exhibit. Versions of the activities have been tested in classroom settings and in museum galleries.

____________________. 1992. *Home and community: An activity guide to the exhibit "Montana homeland."* Helena: Montana Historical Society. This guide focuses on home and community, from prehistory to the present. It is intended to be used as preparation for elementary grades planning to visit the Montana Historical Society's "Montana Homeland" exhibit. Versions of the activities have been tested in classroom settings and in museum galleries.

____________________. 1992. *Montana Indians: An activity guide to the exhibit "Montana homeland."* Helena: Montana Historical Society. This guide focuses on Montana Indians from prehistory to the present. It is intended to be used as preparation for elementary grades planning to visit the Montana Historical Society's "Montana Homeland" exhibit. Versions of the activities have been tested in classroom settings and in museum galleries.

____________________. 1976. *Not in precious metals alone: A manuscript history of Montana.* Helena: Montana Historical Society. This collection of writings covers a variety of incidents, events and personalities, and the ramifications of each in Montana's history. The goal of the editors was to achieve ideological, economic, chronological, and geographic balance. With few exceptions, materials contained within this publication are in the collections of the Montana Historical Society and include many previously unpublished works.

Montana Office of Public Instruction. *Montana Indians: Their history and location.* rev. ed. Helena: Montana Office of Public Instruction, 1992. This handbook is a brief look at Montana's Indians. It is organized by reservation areas and also contains a section on Montana's "Landless" Indians. Special attention was paid to providing information on the contemporary status of Montana's Indian groups. A chronology of important events and dates, a bibliography for children and adults, and maps are also included in this booklet.

____________________. 1992. *A curriculum guide to learning about American Indians.* Helena: Montana Office of Public Instruction. This collection of information and suggestions is intended to be of use to teachers in planning an Indian unit or Native American Day activities. It contains suggested activities to assist and encourage planning in the subject areas of social studies, science, mathematics, language arts, art, home economics, music, and physical education.

Montana Secretary of State. 1972. *Constitution of the state of Montana.* Bozeman, MT: Color World of Montana. This pamphlet contains the official text of the new Constitution of the state of Montana as adopted by the Constitutional Convention on March 22, 1972, and as ratified by the people on June 6, 1972. It also includes amendments adopted by the people in 1974, 1976 and 1978.

Myers, Rex C., and Norma B. Ashby. 1989. *Symbols of Montana.* Helena: Montana Historical Society Foundation. This booklet describes the state's 12 symbols, explains why each was selected, and includes photographs or drawings of all but the state song, whose lyrics are listed.

Smith, Jeffrey J. 1985. *K. Ross Toole's Montana.* Helena: Montana Office of Public Instruction. This study guide was created to accompany K. Ross Toole's TV lecture series on Montana History. It contains a summary of lectures and learning objectives. For each lecture it also includes suggested activities before, during, and after viewing, background notes, and a bibliography. The lecture series itself is available through Western Montana College, A.V. Collection. Contact Mike Schulz.

Swarthout, Robert R., Jr., and Harry W. Fritz. eds. 1992. *The Montana heritage: An anthology of historical essays.* Helena: Montana Historical Society Press. This collection differs from previous anthologies by including recent essays on people and conditions that have received little consideration in the past—in particular, women, Native Americans, immigrant groups, the environment, and the 20th century. More traditional subjects like Lewis and Clark, labor strife, Montana politics and Custer's Last Stand are also included.

Todd, Peggy. 1987. *Natural resources in Montana's history.* Helena: Montana Department of Natural Resources and Conservation. This booklet discusses the importance of Montana's natural resources in the past, and their value today.

____________________. 1986. *Montana's natural resources.* Helena: Montana Department of Natural Resources and Conservation. This seven-booklet set answers many commonly asked questions about Montana's natural resources. One booklet is dedicated to each of the following topics: minerals, grasslands, forests, water, soils, wildlife, and wilderness.

Toole, K. Ross. 1984. *Montana: An uncommon land.* Norman, OK: University of Oklahoma Press.Perhaps once in a generation it is possible for a historian to reinterpret the long sweep of an era and a period in our history. K. Ross Toole has chosen Montana for this purpose. He has consciously avoided a systematic presentation of the history of this "uncommon land." Instead, he has chosen to put the great and many of the smaller but significant episodes of a century and a half into new perspective. This story of Montana points up particularly the position which is and has been occupied by the state in relation to the nation as a whole.

____________________. 1972. *Twentieth-Century Montana: A state of extremes.* Norman, OK: University of Oklahoma Press. At the turn of the century, Montana envisioned a future of wealth and prosperity founded upon its vast western copper and timber resources and its eastern grassland, ideal for cattle and sheep ranching. Disasters that ruined such dreams and subsequent political and economic developments formed the basis for the turmoil that has marked 20th-century Montana. The author's interpretation of the salient trends of the past 70 years gives heavy emphasis to the period from 1900 to the 1930s and again to the 1960s and 1970s. Many rare photographs illuminate the text and convey the feeling of the country and the people.

U. S. Department of the Interior. Bureau of Land Management. 1984. *Historical comparison photography: Headwaters resource area,* Butte District. Washington, D.C.: U.S. Government Printing Office. This publication, composed entirely of photographs, provides documentation of vegetation changes over time. The original photography, which was taken as early as 1884 and as late as 1940, showed a great deal of what the country was like almost 100 years ago. It is the intent of the Bureau of Land Management that these photographs will add more to the understanding of long-term environmental changes.

Walter, Dave. 1991. *Montana: A classroom guide to the study of the state.* Helena: Montana Historical Society. Montana Office of Public Instruction.This publication is an excellent reference for basic facts on Montana. It also contains a brief overview of Montana history including a timeline from 1805 until 1990.

Welder, Terry. 1992. *Work house.* Washington, D.C.: Glacier National Park. National Park Service. The staff of Glacier National Park, in cooperation with the Blackfeet and Confederated Salish/Kootenai Tribes and the Glacier Institute, prepared this packet of environmental education activities for Native American fifth and sixth graders and their teachers. Their goal was to develop environmental education materials relevant to the way of life, attitudes and cultural heritage of the Blackfeet, Salish and Kootenai who live in the vicinity of Glacier National Park.

Whitehead, Bruce, and Charlotte Whitehead. 1978. *Montana bound: An activity approach to teaching Montana history.* Missoula, MT: Pictorial Histories Publishing Co.The intent of this book is to present a simplified version of Montana life from the days of nomadic Indian tribes and fur trappers to the present. It is meant to be used as supplementary material and not to substitute for other, more in-depth programs. This volume concentrates on the 19th century; a second volume will cover the time from 1900 to present. *Montana Bound* is designed as a working tool, and a list of supplementary resources has been included. For the instructor, an Appendix has been included to allow for additional activities. Teaching aids and suggestions are also presented. The authors' intent is to put emphasis on the processes of broadened content, vocabulary building, and high-interest reading.

Social Studies Organizations

MONTANA COUNCIL FOR THE SOCIAL STUDIES
Linda Vrooman Peterson, Executive Director
Office of Public Instruction
State Capitol
Helena, Montana 59620

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
3501 Newark Street, N.W.
Washington, D.C. 20016

ERIC CLEARINGHOUSE FOR THE SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION (ERIC/CHESS)
855 Broadway
Boulder, Colorado 80302

SOCIAL STUDIES DEVELOPMENT CENTER
2805 E. Tenth Street, Suite 120
Indiana University
Bloomington, Indiana 47405

SOCIAL SCIENCE EDUCATION CONSORTIUM
855 Broadway
Boulder, Colorado 80302

ECONOMICS

JOINT COUNCIL ON ECONOMIC EDUCATION
2 Park Avenue
New York, New York 10016

AMERICAN ECONOMIC ASSOCIATION
1313 Twenty-First Avenue, South
Nashville, Tennessee 37212

GEOGRAPHY

MONTANA GEOGRAPHIC ALLIANCE
Jeffrey Gritzner and Linda Peterson, Co-Coordinators
Public Policy Institute
The University of Montana
Missoula, Montana 59812

NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION
James W. Vining, Executive Director
Western Illinois University
Macomb, Illinois 61455

AMERICAN GEOGRAPHICAL SOCIETY
Broadway at 156th Street
New York, New York 10032

ASSOCIATION OF AMERICAN GEOGRAPHERS
1710 Sixteenth Street, N.W.
Washington, D.C. 20009

HISTORY

THE AMERICAN HISTORICAL ASSOCIATION
400 A Street S.E.
Washington, D.C. 20003

ORGANIZATION OF AMERICAN HISTORIANS
112 N. Bryan Street
Bloomington, Indiana 47401

SOCIETY FOR HISTORY EDUCATION
Department of History
California State University
6101 E. Seventh Street
Long Beach, California 90840

BEHAVIORAL SCIENCES

AMERICAN ANTHROPOLOGICAL ASSOCIATION
1703 New Hampshire Avenue, N.W.
Washington, D.C. 20009

AMERICAN PSYCHOLOGICAL ASSOCIATION
1200 Seventeenth Street, N.W.
Washington, D.C. 20036

AMERICAN SOCIOLOGICAL ASSOCIATION
Executive Office
1722 N. Street, N.W.
Washington, D.C. 20036

POLITICAL SCIENCE

AMERICAN POLITICAL SCIENCE ASSOCIATION
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036

CITIZENSHIP EDUCATION

AMERICAN BAR ASSOCIATION
1155 East 60th Street
Chicago, Illinois 60637

AMERICAN CIVIL LIBERTIES UNION
22 East 40th Street
New York, New York 10016

CLOSE UP FOUNDATION
1236 Jefferson Davis Highway
Arlington, Virginia 22202

CONSTITUTIONAL RIGHTS FOUNDATION
601 S. Kingsley Drive
Los Angeles, California 90005

LAW IN A FREE SOCIETY
Charles N. Quigley
5115 Douglas Fir Avenue
Calabasas, California 91302

MERSHON CENTER
Citizenship Development and Global Education Program
Ohio State University
199 West 19th Avenue
Columbus, Ohio 43201